DOCUMENT RESUME

ED 100 058 EA 006 679

AUTHOR	Stewart, Fred J.
TITLE	An Innovative Training Model for Professional Improvement of Elementary Teachers.
PUB DATE	1 Nov 74
NOTE	405p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University, Florida. Pages 119-154 will reproduce poorly because of photographs and quality of original material
EDRS PRICE	MF-$0.75 HC-$19.80 PLUS POSTAGE
DESCRIPTORS	*Educational Change; *Educational Objectives; Elementary Education; *Individualized Instruction; *Inservice Education; Inservice Teacher Education; *Practicums; Problem Solving

ABSTRACT

This report describes a practicum designed to plan and implement a training model that is intended to change inservice education and, subsequently, to prepare teachers to individualize instruction. The motivation necessary for planned change, an innovative problem solving design, the implementation of that design, and the results of the implementation are described. The complete program description and evaluation are appended. (Author/DW)

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AN INNOVATIVE TRAINING MODEL FOR PROFESSIONAL IMPROVEMENT OF ELEMENTARY TEACHERS

by Fred J. Stewart

Submitted in partial fulfillment of the requriements for
the degree of Doctor of Education, Nova University

Sacramento Cluster
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Maxi II Practicum
November 1, 1974

EA 006 679

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ABSTRACT

The purpose of this practicum was to plan and implement a training model for the professional improvement of elementary teachers designed for transferability as it related to the educational environment and contributed to inservice education opportunities.

To effect such an educational enterprise, a design was developed to encompass innovation in training, professional goal-seeking, and future inservice education directions. The results obtained revealed the significance of the success of the project as a model for application to inservice education training.

INTRODUCTION

A recent major educational development to emerge on the national scene, changing and shaping education in a movement from the traditional to the innovative, is the concept of individualization. Based on the philosophy of "the unique nature of each human being and the need to attune the educational system to that uniqueness" (Education U.S.A.)[1], the dramatic effect of this new development on modern education is discernible from preschool through college levels.

Traditionally, the educational structure is oriented toward the instruction of a group or class, in contrast, the structure of individualization is oriented toward innovation and the individual pupil. The shift from the traditional necessitates new knowledge and skills in a new structure and focus, requiring new perspectives and orientation involving the teaching-learning process.

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[1] Individualization in Schools: The Challenge and the Options, 28th Special Report, Washington, D.C.: National School Public Relations Association, 1971, 1.

This practicum report is a factual description of the efforts of the Staff Training Services Department of the Sacramento City Unified School District to effect the initial step toward the eventual achievement of (1) the education goals of the district concerning individualization and planned educational change, and (2) the revision of inservice education in the district.

The report first cites the need to provide the motivation necessary to and implicit in the planned change, and the training necessary to bring the change about. Next, the report describes a proposed innovative design for solving the problems involved and the relatedness to inservice education directions. It then describes the implementation of the design, the results obtained, the analysis of the data, the conclusions and recommendations concerning the significance of the results, and the future directions of inservice education training opportunities in the district.

Appendix A, Parts I and II, contains the letters citing the cooperative relationships and reciprocal agreements between the Staff Training Services Department and the universities and outlying districts in effecting the goals of this project; Appendix B, composed of Parts I through V, is descriptive of the total program; Appendix C, Parts I, II, and III, concerns the evaluation criteria of the program; Appendix D, Parts I, II, and III, provides the cooperative course offerings for the 1974-75 school year.

AN INNOVATIVE TRAINING MODEL FOR PROFESSIONAL IMPROVEMENT OF ELEMENTARY TEACHERS

Fred J. Stewart[2]

STATEMENT OF THE PRACTICUM

The Staff Training Services Department provides and maintains a comprehensive program of inservice education training opportunities for all district personnel reflective of surveyed staff needs and identified common needs. The department also provides the training activities for professional growth reflective of district wide needs, based on the process of educational change, dependent directly upon expected outcomes of program goals and objectives.

The Problem

Influenced largely by dissatisfaction with existing conditions, the Sacramento City Unified School District has engaged in a commitment for "organizational innovation,"[3] a process of educational change, which promises to affect the future course of

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[2] Administrator, Staff Training Services/Summer School Departments, Sacramento City Unified School District.

[3] Charters, W.W., Jr., and John L. Jones, "On the Risk of Appraising Non-Events In Program Evaluation," Educational Researcher, 2, No. 11, November, 1973, 6.

elementary education in the district; the process of gradually implementing individualized instruction at all levels of the elementary segment, K-8*, in the effort to create new standards for learning and behavior.

The objectives selected to bring about the desired educational change directed attention toward practical workable solutions to individualizing learning in the single-teacher classroom involving instructional technology, curricula, and learning activities and experiences relevant to activity-based individualized instruction in areas of reading and mathematics.

Critical to success was increased staff competence, independence from the structures of traditionalism, and the willingness to accept change and to increase breadth and depth of knowledge.

However, "behavioral changes of teachers do not automatically follow from the ... commitments that are designed to produce

*For the purpose of convenience, elementary and junior high school teachers are referred to as elementary teachers K-8 throughout the practicum in view of a projected reorganization of the educational structure of the district in the near future. The future organization will include the "middle years" concept for grades 6-7-8 within the K-8 segment. For the purposes of evaluation and analysis of the data, however, the K-6 teachers are referred to as elementary teachers in total and in segment levels as kindergarten, primary, and intermediate teachers; and the 7-8 teachers are referred to as junior high school teachers.

them."[4] Changes of order, to set new goals and directions which alter the state of the educational program, introduce new conditions with which teachers must contend and can produce a lack of enthusiasm for the authoritative commitment. Moreover, under a system in which teacher performance is exposed, adverse reactions are likely to engender side effects inhibiting or impairing the very changes sought. If behavior patterns are to change in accordance with the role performance required by the innovation it becomes necessary to stimulate teachers to gain a great deal of information concerning the intended consequences of the planned change, the knowledge of how the change is brought about, and the kind of skills needed to make it happen in the classroom.

Existent needs. The expectation for educational, behavioral, and attitudinal change, indirectly affecting the total learning environment, imposed the need for guidance and support to modify behavior and attitudes so that change could occur; training and assistance to set in motion the educational obligations implicit in the instructional change; curricular directions appropriate to the structure of individualization.

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[4] Ibid.

The Importance of Inservice Education In the Process of the Planned Change

Whatever the type of the problems faced and whatever the specific objectives selected for instructional improvement, the school must depend upon systematic personal development of people through inservice education for major improvements in its functioning.[5] Inservice education, then, assumed a position of high priority in the hierarchy of implementation to provide the avenues that would stimulate, guide, and encourage both professional skill development and professional training for effective and efficient functioning.

PURPOSE OF THE PRACTICUM

The purpose of the practicum was to plan and execute an innovative educational training enterprise with implications and application for professional improvement encompassing, in combination, (1) training compatible with the district's undertaking to elicit support and enthusiasm for the consequences of the planned change, (2) alternatives as the motivating force in professional goal seeking and/or educational advancement designed to create the desire among teachers to acquire essential knowledge and skills, (3) the training model designed for transferability as it relates and contributes to the educational environment and to future in-service education training opportunities in the district.

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[5] Harris, Ben M., and Wailand Bessent, in Collaboration with Kenneth E. McIntyre, IN-SERVICE EDUCATION: A Guide to Better Practice, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, 41.

The Objectives

The objectives of the practicum were:

(1) To provide a solution for individualizing learning and instruction in the single-teacher classroom.

(2) To assist teachers to acquire a body of knowledge, skills, and related curricular innovations transferable to the classroom environment.

(3) To initiate innovation in training opportunities, with transferable intent.

THE CONCEPTUAL FRAMEWORK OF THE PRACTICUM

Modification of the existing state of affairs, central to the intent and rational of the goals of the practicum, required conceptualizations dealing with (1) the appropriate solution(s) to the identified problem(s) and (2) the formulation of an adequate design.

The Solution

Complex problems inevitably require complex solutions. Harris and Bessent summarize that "complex problems require broad spectrum outcomes to meet several objectives ranging from knowledge outcomes to values and adjustments in practice."[6]

Toward this view, the uniqueness of the practicum and the complexity of the component parts warranted consideration of each area of the practicum goals, separately, in solving the problem as a whole.

Training (Goal I). There is no one way or approach to individualize learning. "There are many approaches, and several elements involved in every approach, with many considerations dictated by local situations and conditions."[7]

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[6] Ibid, 39.

[7] Edling, Jack V., Individualizing Instruction: A Manual For Administrators, Corvallis, Oregon: DCE Publications, Waldo Hall, IX.

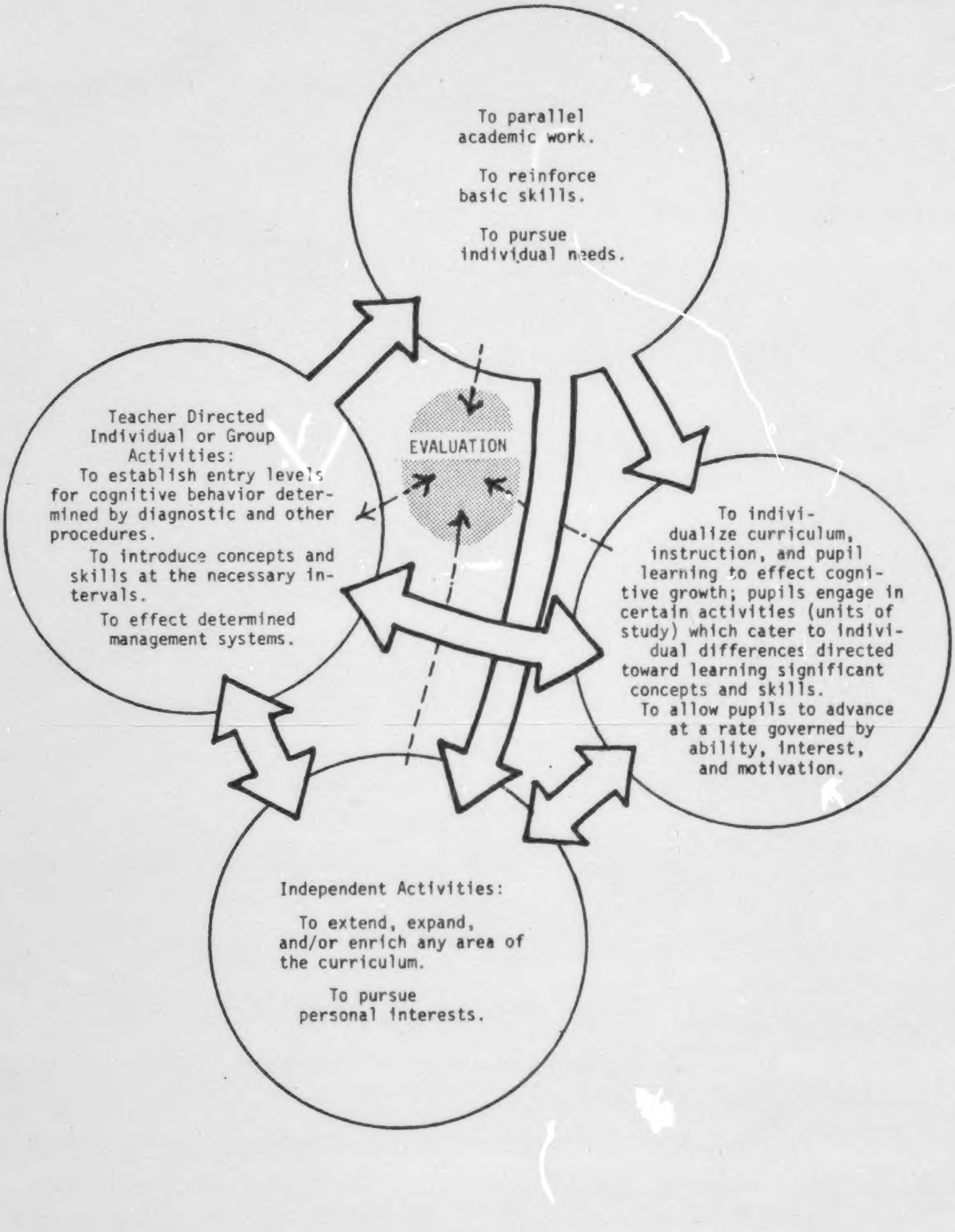
Teachers in schools that cannot provide instructional assistants or assistance of some other means are faced with an impossible task in attempting to individualize learning and instruction for each pupil in the single-teacher elementary classroom. The writer proposed an innovative and practical solution for achieving this end within the framework of the self-contained elementary classroom: the utilization of classroom learning centers; a reasonable, workable system or approach to individualizing curriculum, instruction, and pupil learning.

The classroom learning centers approach, graphically represented by Figure 1, would allow teachers the latitude necessary to organize the learning environment to cope efficiently with individual differences among pupils and to use certain instructional activities and materials which accommodate individual differences, and allow pupils to advance at a rate which is governed by ability, interest, and motivation; an approach which could be used to parallel academic work, reinforce skills, and expand and/or enrich any area of the curriculum.

In order to provide viable training in individualizing instruction and pupil learning through the classroom learning centers approach a training program would be implemented for teachers K-8, maximizing teacher participation and active intellectual involvement.

FIGURE 1

A Schematic of the Classroom Learning Center
Approach To Individualization



To parallel academic work.

To reinforce basic skills.

To pursue individual needs.

Teacher Directed Individual or Group Activities:
To establish entry levels for cognitive behavior determined by diagnostic and other procedures.
To introduce concepts and skills at the necessary intervals.
To effect determined management systems.

To individualize curriculum, instruction, and pupil learning to effect cognitive growth; pupils engage in certain activities (units of study) which cater to individual differences directed toward learning significant concepts and skills.
To allow pupils to advance at a rate governed by ability, interest, and motivation.

Independent Activities:

To extend, expand, and/or enrich any area of the curriculum.

To pursue personal interests.

Training would be specifically aimed at benefiting the self-contained classroom teacher. However, due to the ultimate goal of the district, participation in the training program would be opened to all elementary teachers in the district to modify or adapt the proposed approach within the framework of the individual educational settings.

Alternatives (Goal II). Motivation is an important adjunct to personal and professional goal-seeking. The writer proposed as the motivating influence to provide teachers with a process of choice among options: the opportunity of alternatives or educational options in pursuing professional goals. Participants could elect to affiliate with one of two institutions of higher learning other than district inservice education: the California State University, Sacramento, or the University of California, Davis.

In addition, as a number of districts are involved in similar educational changes with no provision for training it was proposed to invite elementary teachers from outlying districts to participate in the total program under a reciprocal agreement with represented districts.

The training model (Goal III). A definition may be contrived by some rational process; the meaning convenient or useful in view of the rationale.[8] In the sense of transferring a design, thought and/or thing "from one place to another by any one of several processes,"[9] the writer proposed to emphasize the process of transferability as applied to innovation in the educational environment and in inservice education training opportunities:

(1) the acquired information, knowledge, skills, and related curricular innovations would have application as transferable models to the "real" world of the classroom.

(2) In view of expanding professional horizons and aspirations in modern education, and the diversity of personal preferences of teachers, the writer proposed that inservice education must consider the revision and direction of training opportunities. Teachers have demonstrated their preference and need for practical professional growth activities. Colleges and universities, cognizant of these attitudes, look with favor upon a cooperative relationships in course offerings with outstanding inservice education departments.

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[8] PDK National Study Committee on Evaluation, Educational Evaluation and Decision Making, Itasca, Illinois: F.E. Peacock Publisher, Inc., 1971, 37.

[9] Webster's New World Dictionary, Second College Edition, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, 1509.

It was envisioned that the resulting implications of the initial affiliation with the two institutions of higher learning would have application as a transferable model in redirecting the course of future training opportunities in a continuing relationship.

The Design

The diversity which characterized the planning decisions proposed as a result of the conceptualized solutions to each area of the problem established the basis for a two-part interrelated procedural design as illustrated by Figure 2: Part I, based on Goals I, II, and III.1, concerned with the structure or means to achieve the immediate desired ends related to and/or transferable to Part II, based on Goal III.2, concerned with future inservice education directions (desired ends).

Part I, Concerned with the Structure or Means to Achieve the Desired Ends

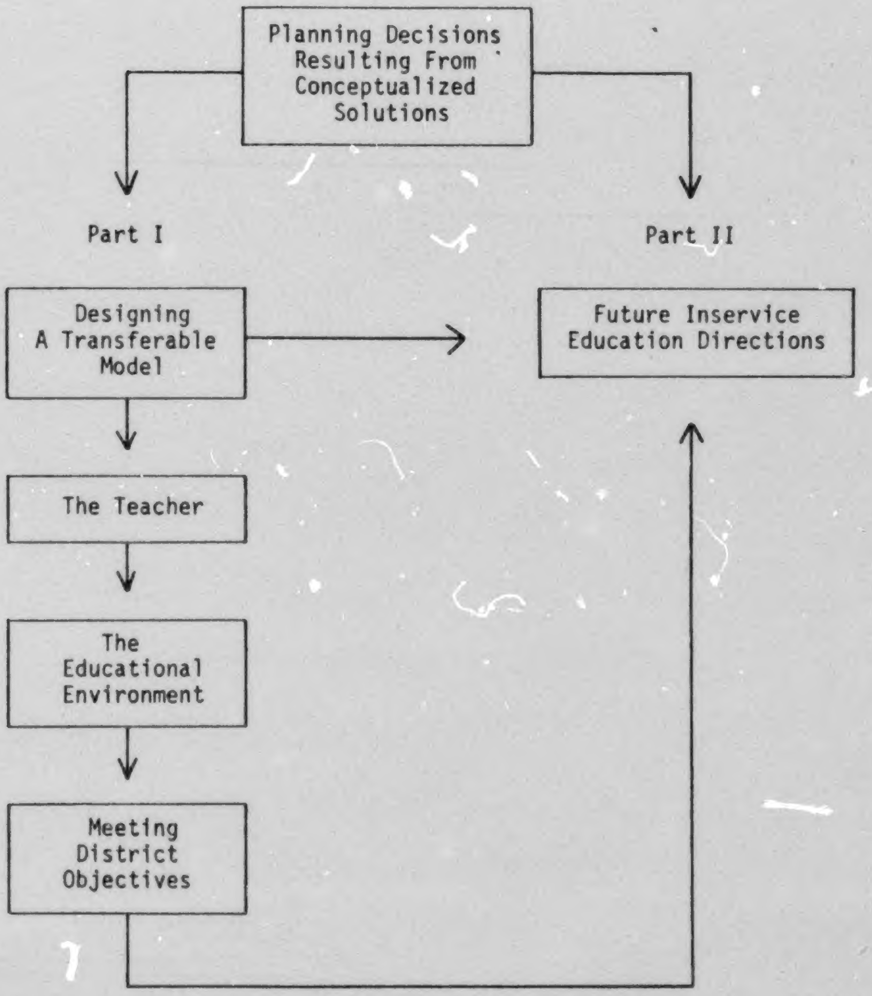
Essential components would include: (1) the training model, (2) organization, (3) method of evaluation, and (4) required input.

Training model. Three elements, one contingent upon the other and based on practicum objectives, would comprise the design of the training model.

(1) A training program for K-8 teachers utilizing the learning centers approach as the means to individualize curriculum,

FIGURE 2

Schematic of the Two-Part Procedural Design


Planning Decisions Resulting From Conceptualized Solutions
Part I
Part II
Designing A Transferable Model
Future Inservice Education Directions
The Teacher
The Educational Environment
Meeting District Objectives

instruction, and pupil learning. Objective 1

(2) program goals to be based on the expressed needs imposed by the planned change; program content to be especially designed for innovation and relevancy to the planned change involving selected learning activities and experiences emphasizing the transferable mode. Objective 2

(3) educational options subject to requirements and financial arrangements determined in cooperation with the two universities and the Staff Training Services Department; reciprocal agreements concerning the participation of elementary teachers from the two outlying districts. Objective 3

Organization. For successful implementation, variables of the organizational structure would include:

(1) cooperative leadership assumed by a team of master teachers from the district.

(2) a reference guide or handbook to be prepared under the direction of the writer by the team of master teachers for: (a) use by participants, and (b) eventual district-wide distributions.

(3) enrollment limitations for efficiency and effectiveness of training.

Method of evaluation. Evaluation data would be collected (1) to assess the value of alternatives as a motivating influence in professional goal seeking, (2) to compare staff attitudes concerning the educational change before and after the total learning activities experienced, and (3) for the personal reactions to and appraisal of the training input.

Evaluation criteria. Three evaluative instruments would be designed and developed by the writer, to be administered by the workshop instructors at the appropriate times to workshop participants:

(1) A pre-questionnaire check sheet related to staff appraisal as to the value of alternatives in professional goal seeking.

(2) A pre- and post-questionnaire check sheet related to staff attitudinal change.

(3) A post-questionnaire check sheet related to staff appraisal and reactions to the effectiveness of the training input (currently in use in the district).

It was envisioned that the results of the evaluation would be utilized in the development of the future design of inservice education training opportunities in the district.

Required input. Provisions for the required input would involve: (1) human effort, (2) facilities and other means, (3) scheduling, (4) budgetry and other expendables needed to support the program.

Part II, Concerned with Future Inservice Education Directions

Toward the eventuality of ensuring more adequate means of providing for the educational needs, professional growth, and aspirations of all teachers in the district, and in outlying areas, arrangements for a continuing co-sponsorship of course offerings with the California State University, Sacramento, and the University of California, Davis, and reciprocal agreements between the two outlying areas would be pursued beyond the termination of the practicum (as requested by the reviewer) in the effort to contribute to the revision and future design of inservice education training opportunities in the district.

Negotiations for further cooperative relationships would be instigated by the writer to:

(1) put into motion, and extend throughout the 1974 school year, the reciprocal district agreements and university co-sponsorships for the 1974 fall semester.

(2) utilize the results of the summer program in planning for the 1974 fall program.

(3) plan and implement a minimum of three (3) courses for the teachers of the district during the fall semester of 1974, in cooperation with UCD or CSUS or both universities, that qualify for credential value in elementary methods; and in areas that have relevancy, value, and interest to elementary teachers.

(4) invite the teachers of the two (2) outlying districts (with which reciprocal agreements have been reached), and all other interested teachers who wish to participate, to avail themselves of any or all of the training opportunities offered.

Approval of the Practicum

On January 7, 1974, the Sacramento City Unified School District Board of Education approved the proposed plan and a tentative budget of $10,000. (Appendix A, Part I)

Co-Sponsorships and Reciprocal Agreements

The co-sponsorships of the training program were finalized between the Staff Training Services Department and the University of California, Davis, February 14, 1974; and the California State University, Sacramento, February 28, 1974. Additionally, because of high interest expressed in the program by the Pepperdine

University, Los Angeles, a co-sponsorship was effected with that university, March 15, 1974. (Appendix A, Part I)

Reciprocal agreements, also cited in Appendix A, Part I, were reached with the Folsom-Cordova Unified School District, February 19, 1974, and with the San Juan Unified School District, February 22, 1974.

EXECUTING THE PRACTICUM

Following approval of the proposed plan and subsequent finalized co-sponsorships and reciprocal agreements, efforts were directed toward accomplishing the goals and objectives of the practicum. The projected time line was successfully executed within the confines of the proposal: the practicum was initiated on February 1, 1974, and concluded as of November 1, 1974.

Part I

The program was implemented as planned with the exception of two minor changes beyond the control of the writer. Due to district administrative decisions instituted late in the spring of 1974, all designated fall 1974 sixth, seventh, and eighth year students enrolled for the summer session were arbitrarily assigned to certain summer schools featuring the "middle years" concept of education. In consequence, pupil enrollment in the demonstration school was limited to grade K-5, and the development and eventual distribution of the reference guide was limited to grades K-6.

The Program

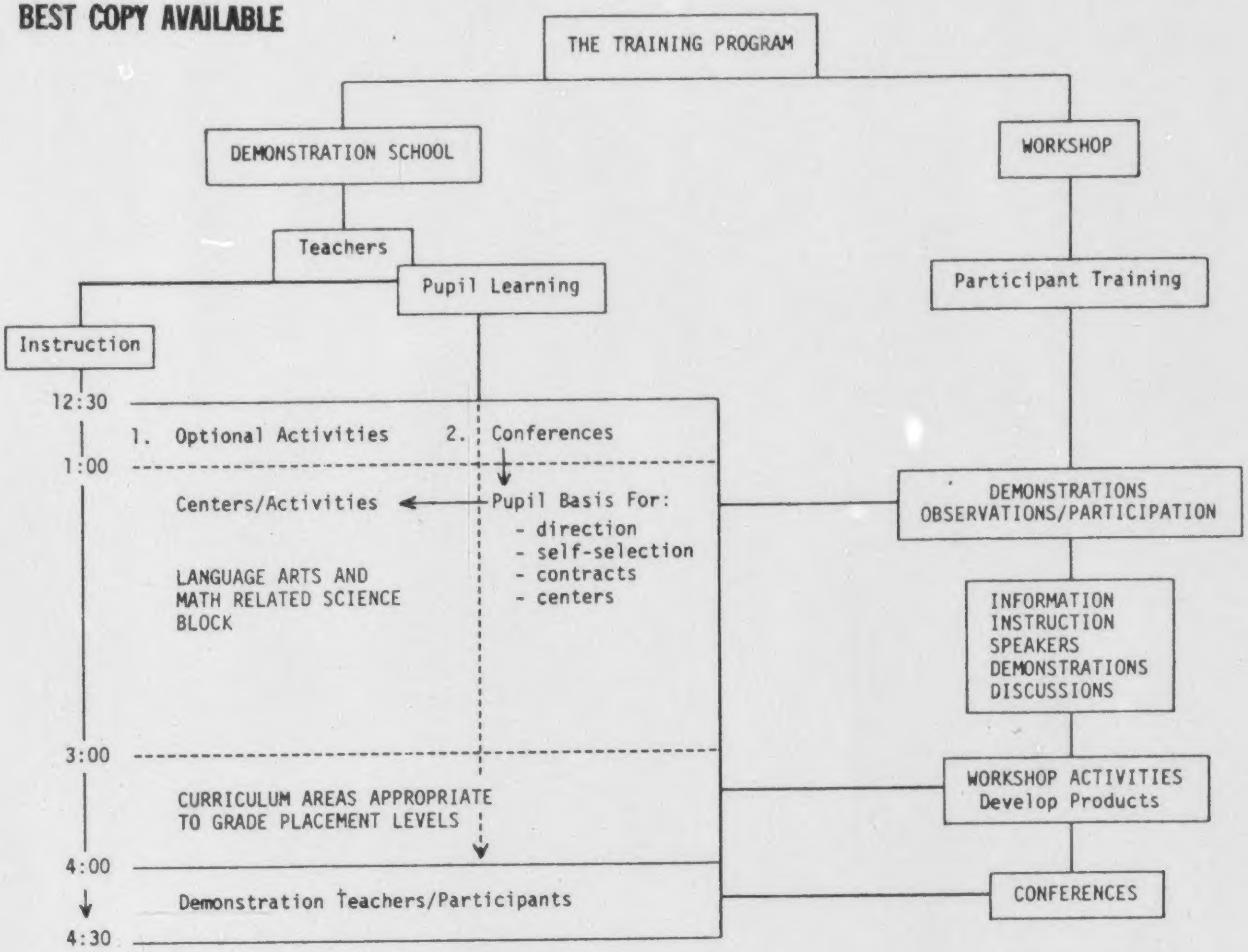
A workshop in conjunction with a demonstration school emphasizing the classroom learning centers approach in the teaching of language arts and math related science was offered by the Staff Training Services Department for elementary teachers, K-8, during the 1974 summer session as cited in Appendix B, Part I. The training program and basic educational experiences, graphically shown in Figure 3, were intrarelated in nature and oriented toward innovation and transferability in support of the planned change.

Participants were given the option to enroll for district inservice salary credit or for university units. Options were also provided for enrollment in the different sessions of the program to ensure flexibility in meeting the interests, needs, and expertise of the individual participants. The course requirements, units, and fees for attendance in the program were determined by the Staff Training Services Department in cooperation with the three co-sponsoring universities: California State University, Sacramento; Pepperdine University, Los Angeles; University of California, Davis. (Refer to Appendix B, Part I) Teachers from the Folsom-Cordova Unified School District and the San Juan Unified School District were invited to participate in the total program.

Program goals. The basic activities detailed in the schematic (Figure 3) were provided in response to the need for the know-

FIGURE 3

A Schematic of the Intrarelationship of the Training Program and Component Parts In Support of the Planned Change


THE TRAINING PROGRAM
DEMONSTRATION SCHOOL
WORKSHOP
Teachers
Pupil Learning
Participant Training
Instruction
12:30
1. Optional Activities
2. Conferences
1:00
Centers/Activities
Pupil Basis For:
- direction
- self-selection
- contracts
- centers
DEMONSTRATIONS OBSERVATIONS/PARTICIPATION
LANGUAGE ARTS AND MATH RELATED SCIENCE BLOCK
INFORMATION
INSTRUCTION
SPEAKERS
DEMONSTRATIONS
DISCUSSIONS
3:00
CURRICULUM AREAS APPROPRIATE TO GRADE PLACEMENT LEVELS
WORKSHOP ACTIVITIES Develop Products
4:00
Demonstration Teachers/Participants
CONFERENCES
4:30

ledge of how to bring about the desired changes and the skills to promote the changes within the educational environment. For preservation of continuity in training, due to the flexibility of enrollment procedures, one major topic of emphasis was offered each week to complement program content and to meet stated needs on an orderly basis. A brochure (actual example) descriptive of the effort is contained in Appendix B, Part II.

Program content. Training activities were provided through a series of lectures, demonstrations, discussions, classroom observations/participations, and sharing episodes; and the time to prepare and develop units of study to use in classrooms in the fall.

To promote a clearer understanding of the content of the program, actual photographs of training "in action" are included in Appendix B, Part IV, depicting and describing the learning environment and personnel involved; the learning experiences offered; the learning activities engaged in; and the intellectual and active involvement of the teachers. Page numbers are indicated for each of the following basic activities portrayed in the Appendix.

For relevancy to outcomes, workshop training included orientation to the concept of learning centers for individualizing curriculum, instruction and pupil learning, with special attention given to the organization, implementation, and utilization in the classroom (page 5). Special attention was given also in the demonstration school to each major weekly topic of emphasis to supplement and enhance training in the workshop (refer to Appendix B, Part III).

Participants were engaged in a program of learning activities, both in the workshop and in the demonstration schools, which stressed:

(1) a practical workable transferable model (for process, refer to Figure 1) and related transferable curricular models for individualizing instruction through the use of learning centers (page 6);

(2) direction in curricular materials and selections (page 7);

(3) assistance from knowing about to practicing newly acquired knowledge and skills (page 8);

(4) developing and/or preparing performance objective based units of study appropriate to individualized instruction and learning modalities (pages 9, 18-27);

(5) encouragement to express individuality in creating an environment conducive to and compatible with

teaching style, classroom organization, and individualized learning (page 10).

For relevancy in learning experiences, participants were provided opportunities in the demonstration school to:

(1) observe master teachers working with pupils in providing for individual differences in learning (page 15);

(2) observe pupils pursuing individual learning needs (page 15), and extending and enriching basic concepts (page 16);

(3) to participate in classroom instruction on the grade placement level of their choice, and to "try out" the prepared units of study with the pupils (page 17).

Leadership. A team of master teachers with the experience, knowledge, and expertise to assume leadership roles was selected from within the district to serve as coordinators, workshop instructors/leaders, head teacher/principal, and classroom demonstration teachers. At the general program level, the team was involved by the writer early in the spring of 1974 to permit adequate planning and preparation for the summer program (refer to Appendix B, Part II), and to delineate and define role expectations and implementation responsibilities.

Reference guide. A reference guide (see Appendix B, Part V) was developed under the direction of the writer by the master teachers for the personal use of the participants during the workshop sessions, and for use during the succeeding school year. The content of the guide included the basic philosophy of the classroom learning centers approach to individualization; information pertinent to development, management, and procedures; and methods of evaluation. As most teachers need ideas and assistance in setting up such centers, a major part of the guide was devoted to suggestions for the preparation and development of learning center study units in language arts and mathematics, the curricular areas specifically identified by the district.

District-wide distribution of the guide was approved for K-6 teachers. (Refer to the administrative decision concerning the development of the guide, page 18.) Printings, presently underway, will be distributed during the 1974-75 school year.

Limitations. Enrollment was executed on a first come first served basis. Although original enrollment limitations had been set at a maximum of 100 participants for effectiveness and efficiency in training, the overwhelming number of responses received forced the decision to admit into the program a total of 105 teachers.

Evaluation

Three evaluative instruments (see Appendix C, Part I) were designed by the writer, and administered by the workshop instructors to workshop participants at the appropriate times:

(1) Pre-Evaluation For Summer Workshop Participants

(2) Attitudinal Survey Instrument: Opinionaire For Participants In Learning Centers Workshop

(3) Evaluation Of Inservice Education Programs -- Individualizing Instruction Through Classroom Learning Centers.

The results of the three instruments administered were collected and the data analyzed. All information pertaining to the results obtained and the analysis of the data is contained in the section RESULTS OF THE PRACTICUM.

Required Input

The required input expended in the implementation of the training program was as follows:

Human effort. The human effort involved required the cooperative efforts of the writer to plan, develop and direct the entire program; the team of master teachers to coordinate and conduct the training program; 1 instructional aide to assist in the workshop; 1 audio-visual/equipment/materials manager; 3 clerk-assistants to set up and remove displays, materials, and equipment for the school and workshop; 105 participating teachers, K-8; 161 pupils; and 10 parents who volunteered their services. In addition, joint efforts were involved in developing the guide, the units of study for the classrooms, the samples units for the workshop, and in curriculum planning and preparation.

Facilities and other means. One elementary school was used to house the workshop, lecture room, and demonstration areas; and adequately provided for the pupils, teachers, parents, and school and community visitors.

Schedule. The demonstration school was in session for 6 weeks from 12:30 to 4:00 p.m. daily opening on Monday, July 17, 1974, and concluding on Friday, July 26, 1974. The teacher workshop was in session for 4 weeks from 1:00 to 4:30 p.m. daily beginning on Monday, June 24, 1974, and concluding Tuesday, July 23, 1974. One week, or 15 hours, was designated as 1 workshop session. Units earned were dependent upon the number of sessions attended and the educational option exercised. (Refer to Appendix B, Part I)

Budgetry. Expenditures of the project were within the $10,000 allocated by the board. The monies were expended on:

Teacher Workshop

Salaries	$ 2842.72
2 workshop instructors 1 instructional aide	
Consultant Fees	591.50
Supplies/Equipment	4311.56
Commercial Publications	350.00
Printing	1070.36
Brochures Learning Center Guides Handouts	
Preparation Activities	500.00
Total Expenditure	$ 9666.14

Demonstration School

All monies expended on the demonstration school were defrayed by the summer school department which administers the summer session and operates under a reimbursement system based on total summer school enrollment and A.D.A. (average daily attendance).

RESULTS OF THE PRACTICUM

This section of the practicum deals with: (1) the administration of the three evaluation instruments, (2) the results obtained and the analysis of the data, (3) conclusions, (4) recommendations, (5) total effort expended, and (6) part II: future inservice directions.

Administration of the Three Evaluation Instruments

The first of these, which is titled Pre-evaluation for Summer Workshop Participants, was administered to participants on the opening day of the workshop to ascertain their reasons for selecting this particular inservice course over other available offerings.

The second instrument was an attitudinal survey containing 51 questions which were distributed among six sub-scales related to the potential effects of training in the use of learning centers. This instrument was administered to all participants on the opening day of the workshop. Because not all participants could enroll for the four week course, the second administration of this instrument occurred at the time each individual completed his period of attendance. Specifically, one group attended one week, another group attended two weeks, a third group attended three weeks, and the largest group attended all four weeks of the inservice course.

The third instrument, Evaluation of Inservice Education Program -- Individualizing Instruction Through Classroom Learning Centers, was administered to each participant when he completed his period of enrollment in the workshop.

The Results Obtained and the Analysis of the Data

The results obtained and the analysis of the data for each of the instruments administered are detailed and recorded as follows:

Questionnaire assessing participants' reasons for attending the workshop. One hundred and five participants completed the pre-evaluation instrument in which they were asked to list their reasons for enrolling in this particular workshop. Sixty of these indicated that they had enrolled for district salary credit, and 45 indicated that they had enrolled for credit through the neighboring colleges and universities. Five possible reasons were suggested on this instrument, based upon information collected in previous inservice training programs. These choices were:

> The university credit will assist me in obtaining a credential
>
> The university credit will assist me in obtaining an advanced degree

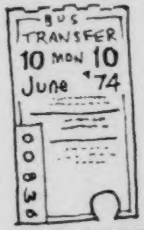
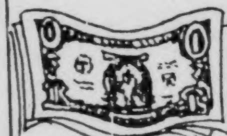
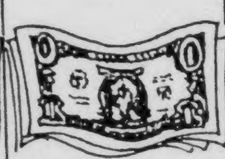
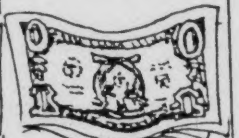
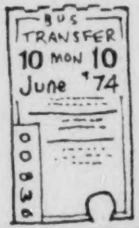
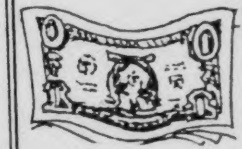
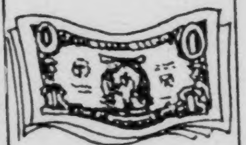
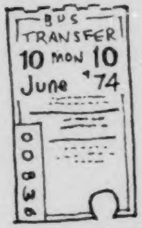
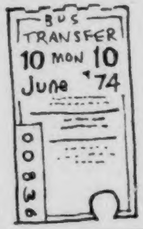
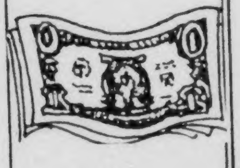
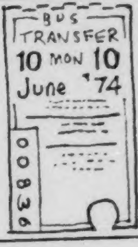
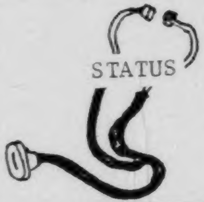
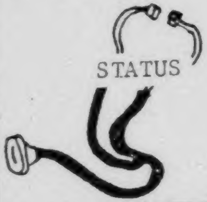
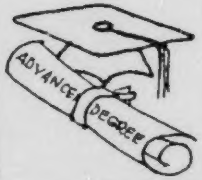
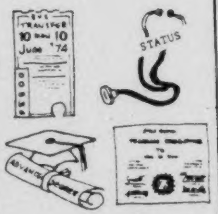
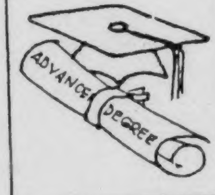
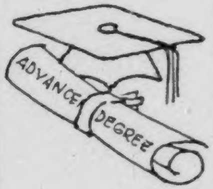
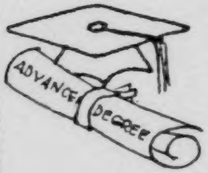
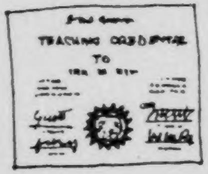
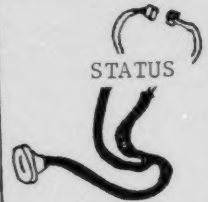
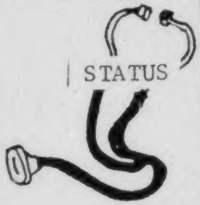
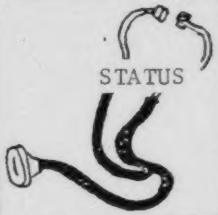
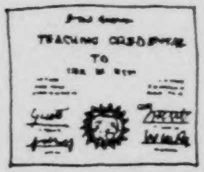
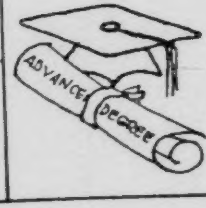
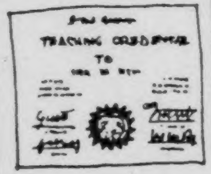
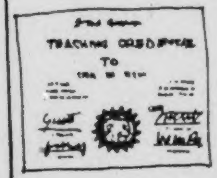
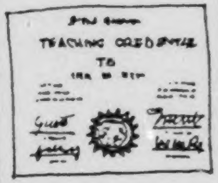
> The district salary credits are not as costly as the university credits
>
> The university credits are transferable
>
> The university credits offer greater status in the field of education

Figure 4 graphically displays the information obtained from the aforementioned five questions. The participants' responses were ranked and the rankings are compared in Figure 4 according to the various subgroups of certificated personnel enrolled in the workshop -- kindergarten teachers, primary teachers, intermediate teachers, reading and mathematic specialists, and junior high school teachers. There is also a composite ranking for all participants in the workshop.

The data obtained were generally consistent among the various subgroups. Either the ability to transfer credit or the availability of salary credit courses through the district program at a low rate were ranked as first or second choices by the groups. Obtaining a credential was listed as last or next-to-last by all subgroups. (This is undoubtedly because the majority are experienced teachers who are fully credentialed and are not at this time seeking a new credential.) The possibility of obtaining an advanced degree or of gaining status as a result of participating in this course shared the third and fourth rankings. It would

FIGURE 4

PARTICIPANTS' RANKING OF THEIR REASONS FOR ENROLLING IN A SUMMER WORKSHOP ON LEARNING CENTER DEVELOPMENT

COMPOSITE RANK	Kindergarten Teachers	Primary Teachers	Intermediate Teachers	Reading & Math Specialists	Junior High Teachers	All Participants	LEGEND
Most Important Reason	 BUS TRANSFER 10 MON 10 June '74 00836				 BUS TRANSFER 10 MON 10 June '74 00836		To Obtain a Credential
Second Most Important Reason		 BUS TRANSFER 10 MON 10 June '74 00836	 BUS TRANSFER 10 MON 10 June '74 00836			 BUS TRANSFER 10 MON 10 June '74 00836	To Obtain an Advanced Degree
Third Most Important Reason			 ADVANCE DEGREE	RANKED 3.5 (4 TIES) 	 ADVANCE DEGREE	 ADVANCE DEGREE	The credit May be transferred
Fourth Most Important Reason	 ADVANCE DEGREE	 TEACHING CREDENTIAL TO					These units are less expensive than other units
Least Important Reason	 TEACHING CREDENTIAL TO	 ADVANCE DEGREE	 TEACHING CREDENTIAL TO		 TEACHING CREDENTIAL TO	 TEACHING CREDENTIAL TO	Taking this class will give status

appear that economic considerations were paramount in choosing this workshop. This is not too surprising when one considers that the course was offered during a period of rapidly rising inflation in which teacher salaries in the local district failed to keep pace with the cost of living.

Attitudinal survey instrument. The attitudinal survey instrument was designed to sample opinion on a number of facets of teacher attitude toward learning centers. It was the writer's hypothesis that participation in this workshop would substantially change attitudes among personnel, many of whom had not really experienced the learning center concept in action. The various sub-scales included in the instrument were as follows:

(1) Motivation sub-scale. One sub-scale of the instrument dealt with the teacher's preception of the motivational advantages of the learning-center concept (see Appendix C, Part II, page 1). Some of these items were very direct in statement, such as Question 14 which stated, "Learning centers motivate children." Others were somewhat more subtle. An example of this is Question 45 which stated, "Given the opportunity, children will choose to engage in activities which will be of high interest to them." Responses on each of the six questions in the sub-scale (as to questions in all of the scales) were on a four-point continuum with the choices

"strongly agree," "agree," "disagree," or "strongly disagree."

(2) Methods of instruction sub-scale. Eight questions in the instrument related to the methods of instruction which a teacher might use (see Appendix C, Part II, page 2). These questions dealt mainly with positive and negative statements concerning the instructional effects of the learning centers.

(3) Classroom organization sub-scale. Ten questions in the instrument dealt with the various implications of classroom organization which are related to learning centers (see Appendix C, Part II, page 3). Most of the questions in this section dealt with the types of materials and basic organization related to materials that would be found in a classroom using learning centers.

(4) Cognitive improvement sub-scale. Five questions in the total test related to the teachers' preception of how learning centers would effect the cognitive growth of their pupils (see Appendix C, Part II, page 4). These related not only to the teachers' preception of how a student learns but also to their preceptions of how his role might change under the learning center concept.

(5) Self-image sub-scale. Ten questions in the instrument were designed to measure teachers' preceptions of how the learning center concept might effect pupils' self-image (see Appendix

C, Part II, page 5). These questions ranged from a direct item, Question 19, which asked if they thought learning centers improved children's self-concepts to a series of questions dealing with observed interactions with other children in the classroom.

(6) Classroom control sub-scale. The final scale in the attitudinal survey instrument dealt with the teachers' preception of how learning centers would effect classroom control (see Appendix C, Part II, page 6). The reader will observe that many of these questions are stated in negative terms. This was done for a purpose. Many of our teachers are steeped in the old classroom tradition of one teacher talking to 30 or more students. The statements appearing in this sub-scale tend to reflect the kinds of things we observed teachers saying about activity centered programs over the last several years.

Results Obtained from Attitudinal Survey Instrument

The results obtained from the attitudinal survey have been aggregated in relation to the length of time the participant spent in the workshop. As noted above, many of the participants could not attend for the total of four weeks. Consequently, the period of time between the pre- and post-administration of the instrument varies according to the length of time the participant was enrolled. The enrollment divisions are basically in terms of weeks;

therefore, four subgroups result in relation to length of enrollment as follows:

(a) Participants who spent the first week only in the workshop

(b) Participants who were enrolled for the first two weeks of the workshop

(c) Participants who were enrolled for the first three weeks of the workshop

(d) Participants who were enrolled for the total four weeks of the workshop

The second dimension in reporting the data is the sub-scale involved. Comparisons were made according to the length of participation by participants for each of the six-sub-scales as well as for the total instrument.

The scores obtained from the attitudinal survey were subjected to Wilcoxin Signed Ranks Test.[10] Based on a possible score of 0 - 3 on each question with 0 being the non-desired direction on the continuum and 3 the positive direction. The individual items for each sub-scale were accumulated for each participant on both his pre-test and post-test. The differences resulting from the two administrations of the test were then calculated and these differences were used in the Wilcoxin Signed Ranks Test to test the null hypothesis, "There is no significant difference between the pre-test and post-test scores of the participants." The results of these statistical tests are presented in Table 1, page 37. Figures 5 through 11 graphically portray the results of the Wilcoxin Signed Ranks Test for each period of enrollment on the six sub-scales and on the total instrument.

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[10] Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, New York: McGraw Hill, 1956, 75-83.

The following observations might be made concerning Table 1 and Figures 5 through 11:

(1) Participants who spent only one week in the program did not achieve results which were significantly different between the pre-test and the post-test.

(2) Participants who spent either two or three weeks in the program exhibited varying results on the different sub-scales.

(3) Two-weeks' participants exhibited significant differences between the pre-test and post-test on the _classroom organization_, _cognitive improvement_, _cognitive improvement_, and _self-image_ sub-scale.

(4) Three-weeks' participants exhibited significant differences on the _motivation scale_ only. (It should be noted, however, that the small number of participants who spent

TABLE I

Pretest/post test comparison by weeks of participation for each sub-scale and for the total attitudinal survey instrument according to the Wilcoxin Signed Ranks Test*

SCALE	1 WEEK	2 WEEKS	3 WEEKS	4 WEEKS
MOTIVATION	N = 4 T = 10 Z = -1.83 S ≤ .10 Retain	N = 19 T = 36 Z = -2.37 S ≤ .02 Retain	N = 8 T = 0 Z = 2.52** S < .01 Reject	N = 50 T = 184.5 Z = -4.37 S ≤ .00006 Reject
METHODS OF INSTRUCTION	N = 4 T = 2.5 Z = -0.91 S < .37 Retain	N = 26 T = 115 Z = -1.54 S < .15 Retain	N = 7 T = 0 Z = -2.37 S < .02 Retain	N = 57 T = 215.5 Z = -4.85 S ≤ .00006 Reject
CLASSROOM ORGANIZATION	N = 6 T = 4 Z = -1.36 S ≤ .18 Retain	N = 27 T = 66.5 Z = -2.94 S ≤ .005 Reject	N = 8 T = 3 Z = -2.10 S < .05 Retain	N = 59 T = 287.5 Z = -4.85 S ≤ .00006 Reject
COGNITIVE IMPROVEMENT	N = 5 T = 5 Z = -0.67 S ≤ .51 Retain	N = 22 T = 39.5 Z = -2.82 S < .005 Reject	N = 7 T = 8.5 Z = -0.93 S ≤ .36 Retain	N = 55 T = 308.5 Z = -3.87 S ≤ .0002 Reject
SELF-IMAGE	N = 6 T = 8 Z = -0.52 S ≤ .61 Retain	N = 22 T = 25 Z = -3.30 S ≤ .001 Reject	N = 8 T = 1.5 Z = -2.31 S ≤ .02 Retain	N = 58 T = 411.5 Z = 3.44 S ≤ .0006 Reject
CLASSROOM CONTROL	N = 4 T = 6 Z = -0.37 S < .72 Retain	N = 24 T = 107 Z = -1.23 S < .25 Retain	N = 8 T = 1 Z = 2.38 S ≤ .02 Retain	N = 55 T = 242 Z = -4.42 S < .00006 Reject
TOTAL	N = 5 T = 3 Z = -1.21 S ≤ .23 Retain	N = 29 T = 60 Z = -3.41 S ≤ .001 Reject	N = 8 T = 0 Z = 2.52** S ≤ .01 Reject	N = 64 T = 230.5 Z = -5.41 S ≤ .00006 Reject

*Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, New York: McGraw Hill, 1956, pp. 75-83.

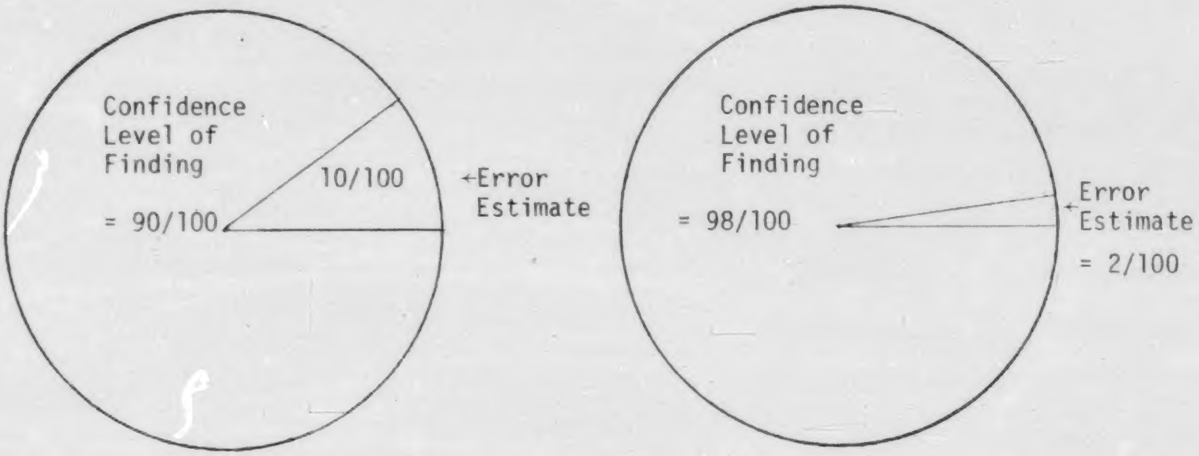
**Significance level from Wilcoxin's table for N ≤ 25 as reproduced in Siegel, p. 254.

FIGURE 5

COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON MOTIVATION SUB-SCALE*

A. ONE WEEK'S PARTICIPATION

B. TWO WEEKS PARTICIPATION

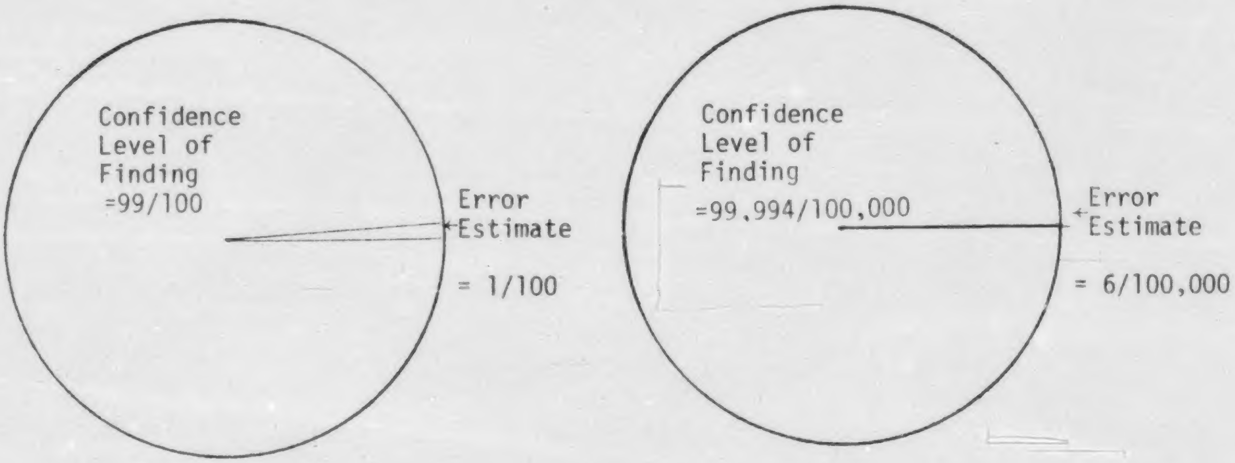


NOT SIGNIFICANT

NOT SIGNIFICANT

E. THREE WEEKS PARTICIPATION

D. FOUR WEEKS PARTICIPATION



SIGNIFICANT

SIGNIFICANT

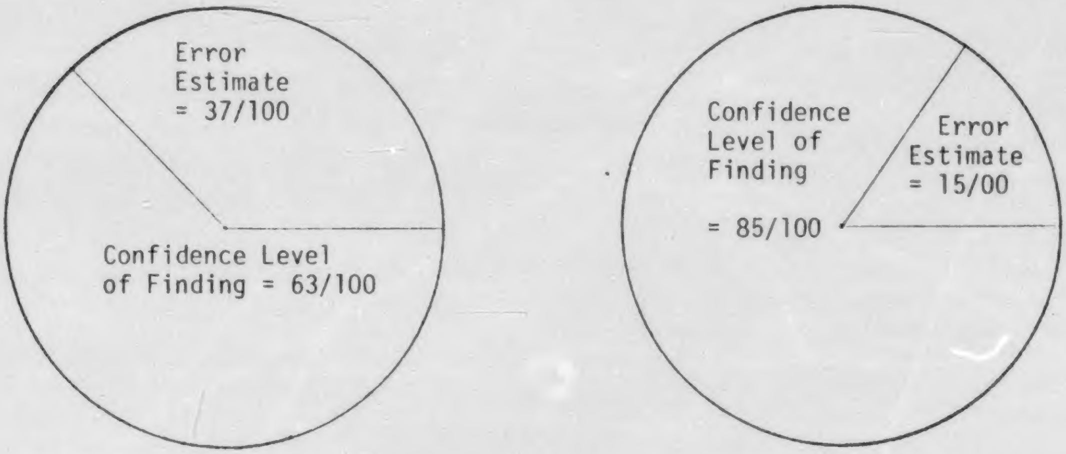
*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) $\leq$ .01 is considered a significant difference for this experiment.

FIGURE 6

COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON METHODS OF INSTRUCTION SUB-SCALE*

A, ONE WEEK'S PARTICIPATION

B. TWO WEEKS PARTICIPATION

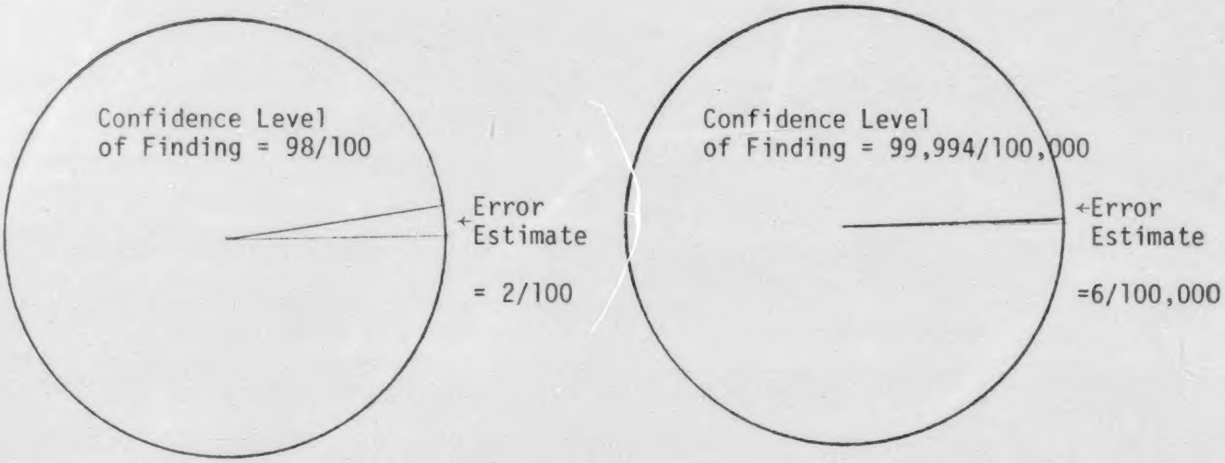


NOT SIGNIFICANT

NOT SIGNIFICANT

E, THREE WEEKS PARTICIPATION

D. FOUR WEEKS PARTICIPATION



NOT SIGNIFICANT

SIGNIFICANT

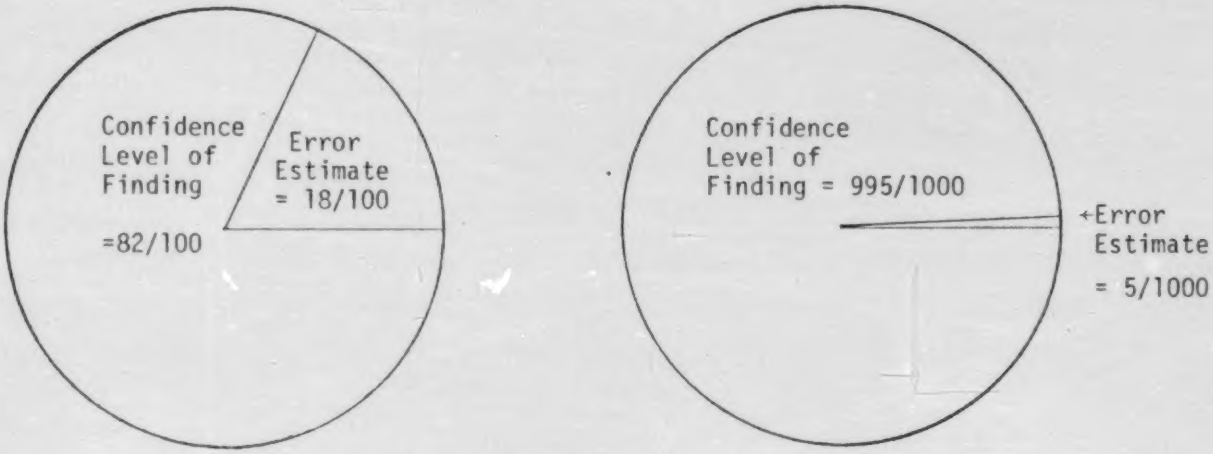
*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) $\leq$ .01 is considered a significant difference for this experiment.

FIGURE 7

COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON CLASSROOM ORGANIZATION SUB-SCALE*

A. ONE WEEK'S PARTICIPATION

B. TWO WEEKS PARTICIPATION

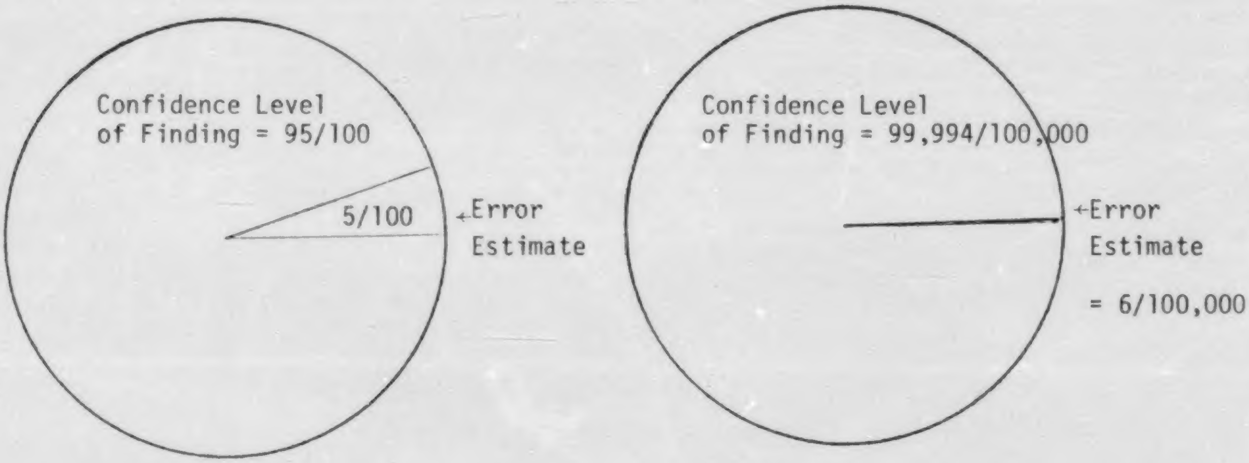


NOT SIGNIFICANT

NOT SIGNIFICANT

E. THREE WEEKS PARTICIPATION

D. FOUR WEEKS PARTICIPATION



NOT SIGNIFICANT

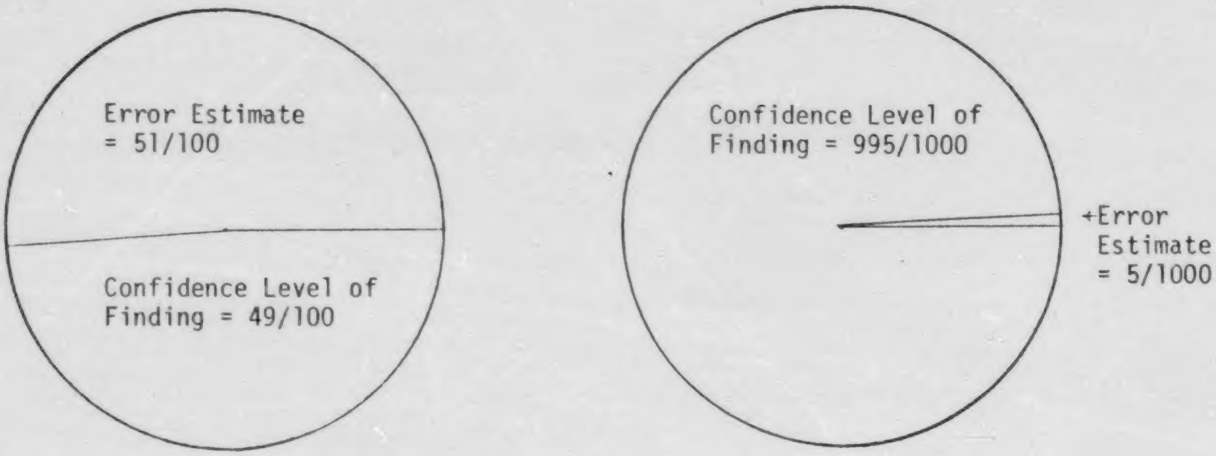
SIGNIFICANT

*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) $\leq$ .01 is considered a significant difference for this experiment.

FIGURE 8 **BEST COPY AVAILABLE**

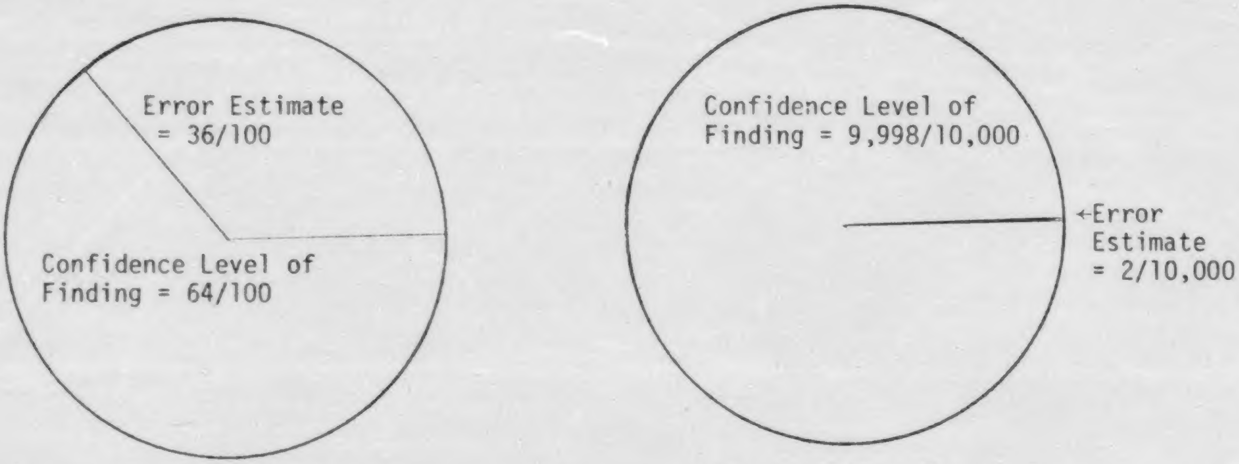
COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON COGNITIVE IMPROVEMENT SUB-SCALE*

A, ONE WEEK'S PARTICIPATION B. TWO WEEKS PARTICIPATION



NOT SIGNIFICANT SIGNIFICANT

E. THREE WEEKS PARTICIPATION D. FOUR WEEKS PARTICIPATION



NOT SIGNIFICANT SIGNIFICANT

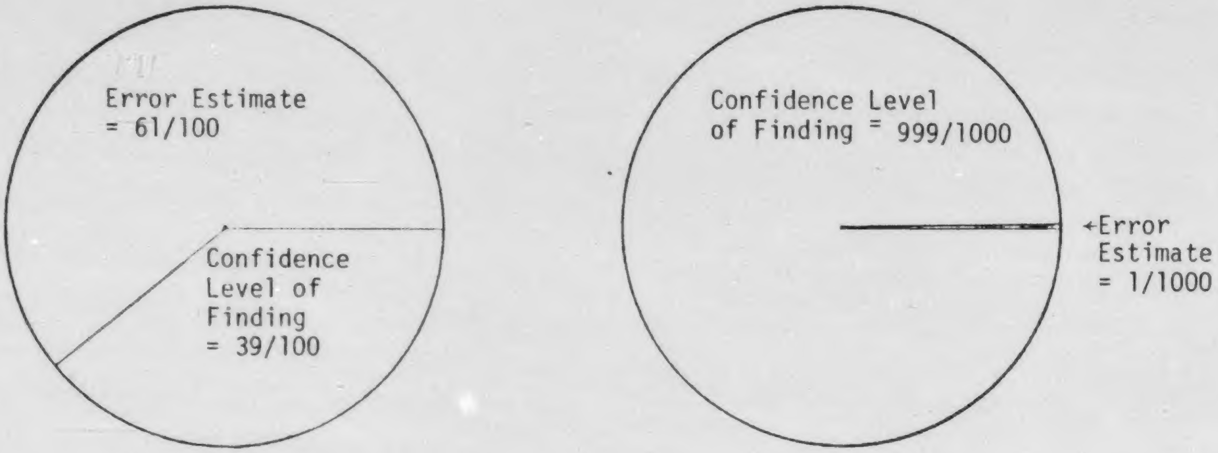
*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) $\leq$ .01 is considered a significant difference for this experiment.

FIGURE 9

COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON SELF-IMAGE SUB-SCALE*

A. ONE WEEK'S PARTICIPATION

B. TWO WEEKS PARTICIPATION

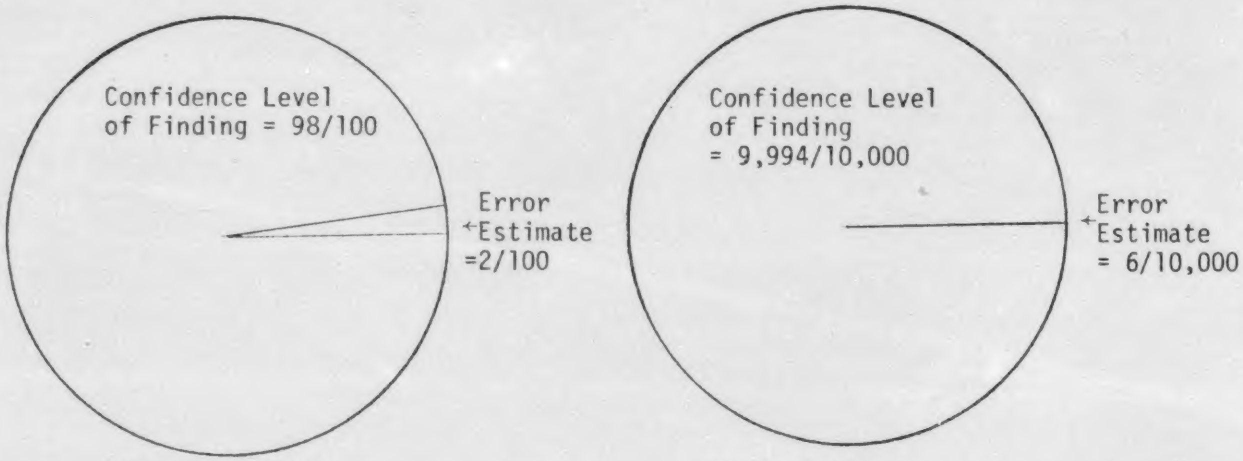


NOT SIGNIFICANT

SIGNIFICANT

E. THREE WEEKS PARTICIPATION

D. FOUR WEEKS PARTICIPATION



NOT SIGNIFICANT

SIGNIFICANT

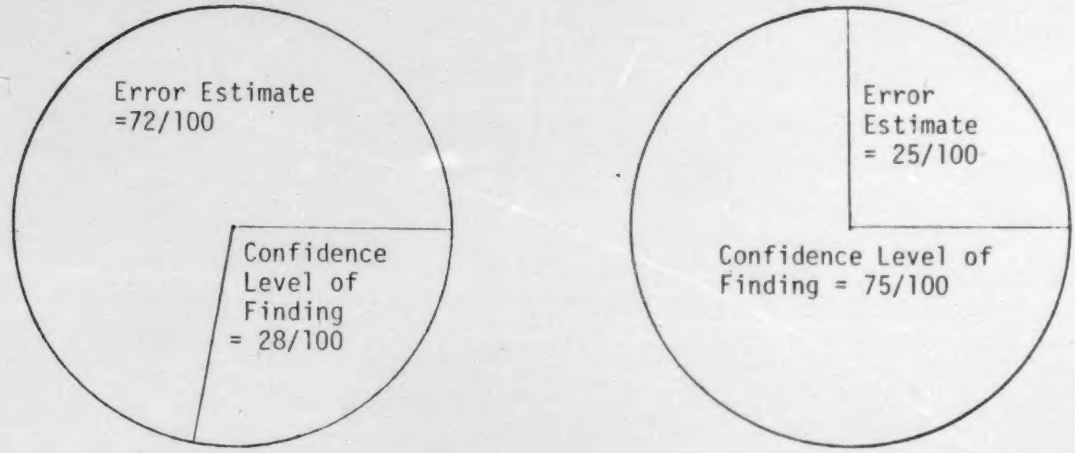
*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) $\leq$ .01 is considered a significant difference for this experiment.

FIGURE 10

COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON CLASSROOM CONTROL SUB-SCALE*

A. ONE WEEK'S PARTICIPATION

B. TWO WEEKS PARTICIPATION

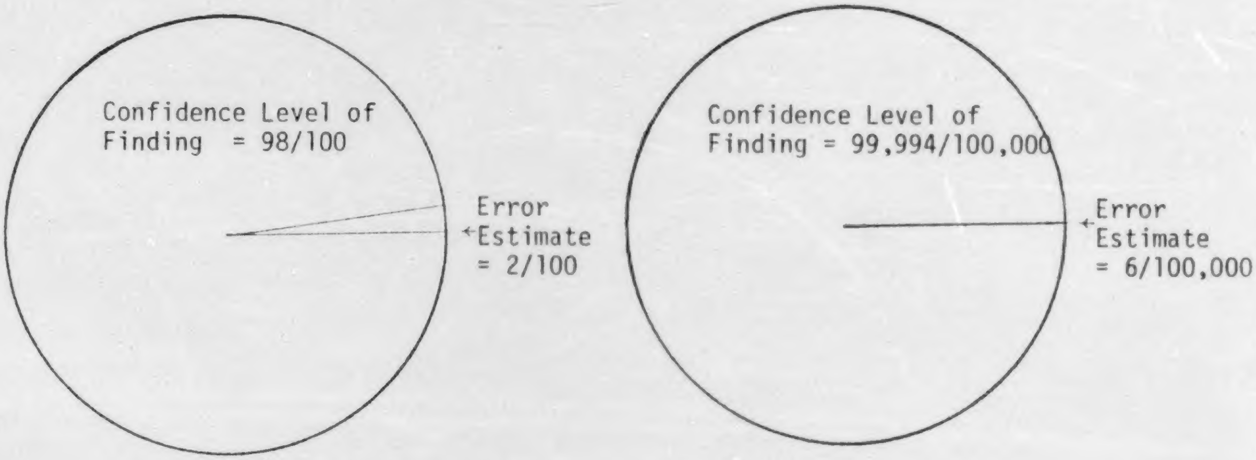


NOT SIGNIFICANT

NOT SIGNIFICANT

E. THREE WEEKS PARTICIPATION

D. FOUR WEEKS PARTICIPATION



NOT SIGNIFICANT

SIGNIFICANT

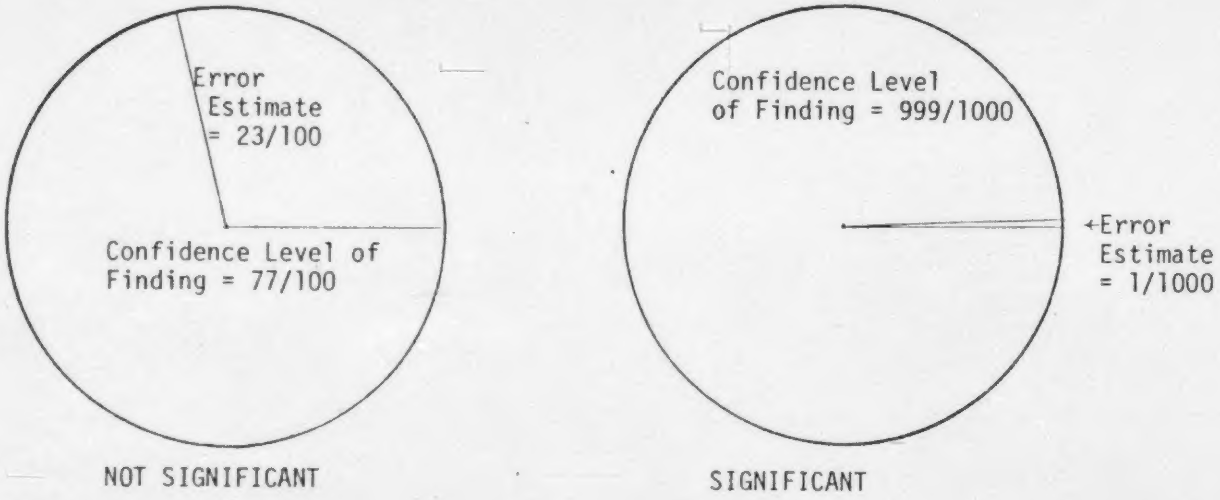
*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) $\leq$ .01 is considered a significant difference for this experiment.

FIGURE 11

COMPARISON OF ONE, TWO, THREE, AND FOUR WEEKS OF PARTICIPATION IN LEARNING CENTERS WORKSHOP ON TOTAL ATTITUDE SURVEY*

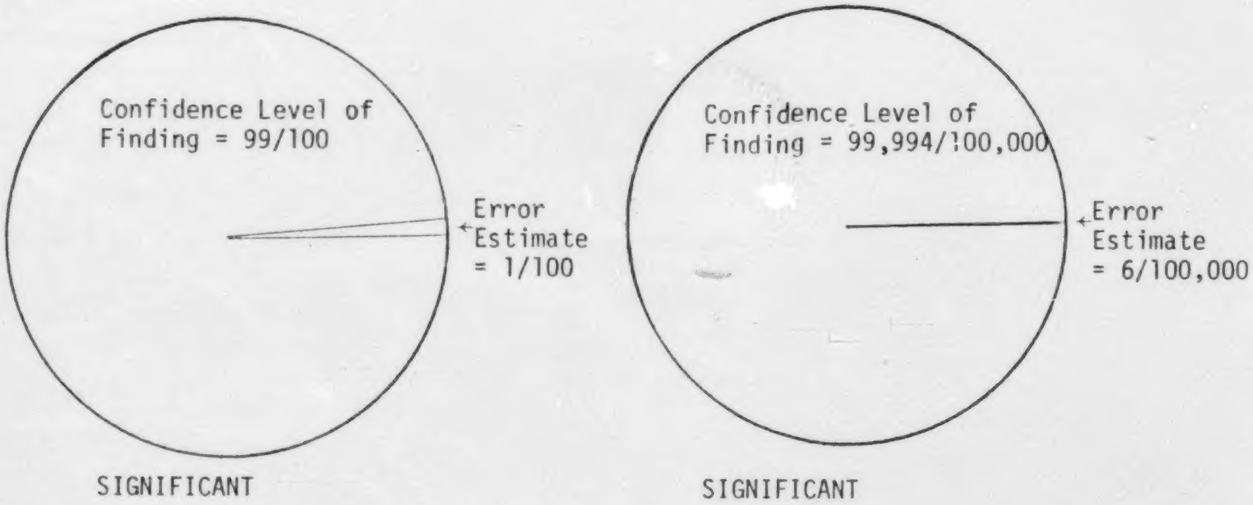
A, ONE WEEK'S PARTICIPATION

B. TWO WEEKS PARTICIPATION



E. THREE WEEKS PARTICIPATION

D. FOUR WEEKS PARTICIPATION



*Wilcoxin Signed Ranks Test with .01 level (2-tailed) set by researcher: therefore, any error estimate (level of significance) ≤ .01 is considered a significant difference for this experiment.

three weeks in the workshop -- eight individuals -- limits the expectation of a significant difference on the test owing to the small sample size.)

(5) Participants who spent all four weeks in the workshop exhibited significant differences on all sub-scales as well as on the total test.

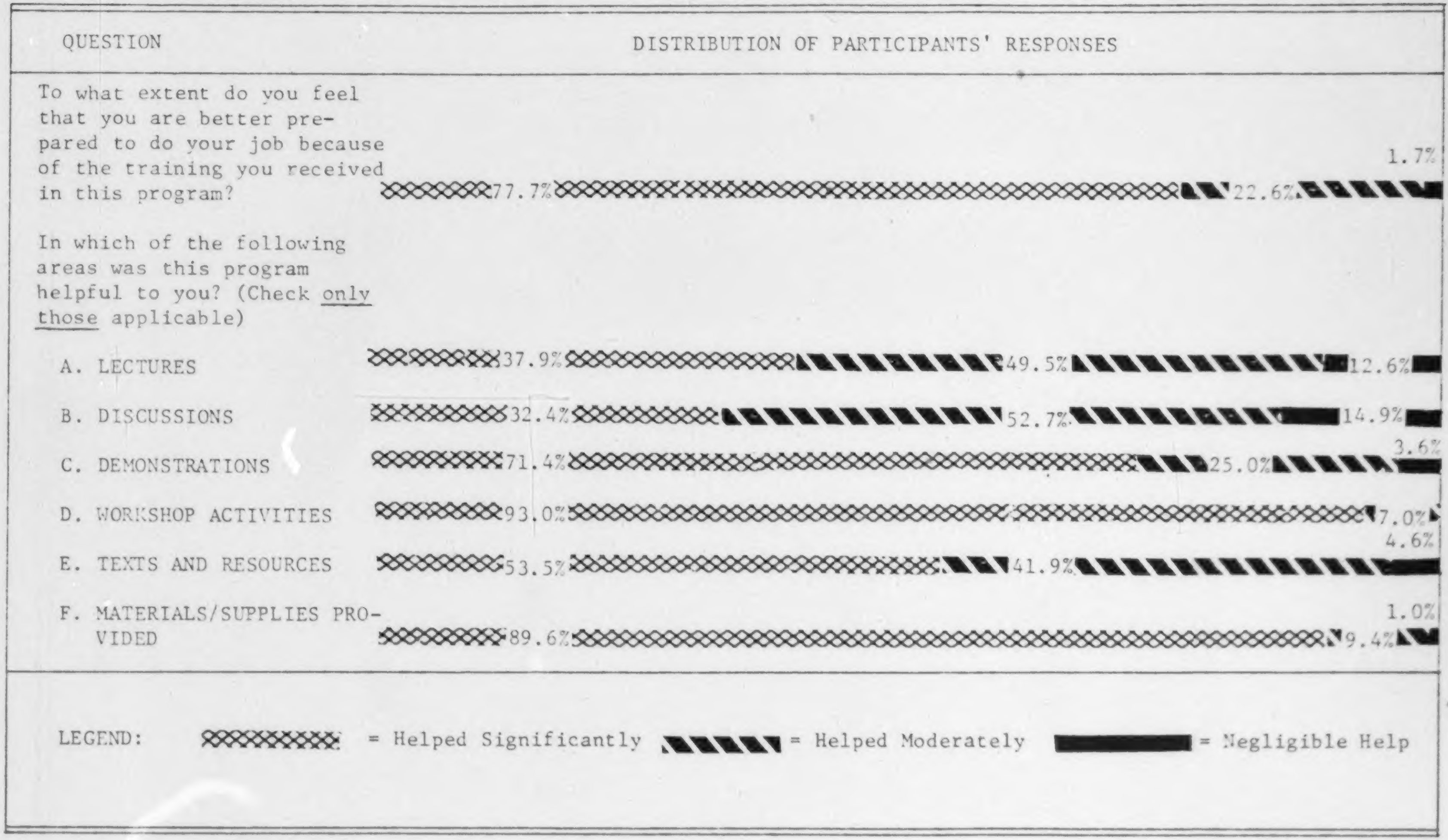
Questionnaire administered to participants at the end of the workshop. At the end of the workshop a questionnaire was administered to all participants (the actual time of the administration of this instrument would depend upon the last day of attendance for each participant). Participants were asked whether they felt they were better prepared to do their job as a result of the workshop. Additionally they were asked to select specific areas of workshop content and to comment on the helpfulness of each of these to them personally. Figure 12, displays the information obtained from the third questionnaire. The following observations might be made concerning Figure 12:

(1) Over three-fourths of the participants felt that they had gained significantly from participation in the workshop and over 98 percent felt that they had gained either significantly or moderately.

(2) Among the six categories of workshop content the most

FIGURE 12

RESULTS OF QUESTIONNAIRE ADMINISTERED TO PARTICIPANTS AT THE END OF THE WORKSHOP ON INDIVIDUALIZED INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS



QUESTION

DISTRIBUTION OF PARTICIPANTS' RESPONSES

To what extent do you feel that you are better prepared to do your job because of the training you received in this program?

In which of the following areas was this program helpful to you? (Check only those applicable) positive response was received for the activities conducted in the workshop itself.

(3) The provision of supplies and materials for producing learning centers was rated second among workshop content items.

(4) The demonstrations conducted by workshop leaders were rated third among workshop content items.

(5) Discussions were rated next-to-last and lecturers last of all by the workshop participants.

Conclusions

The following conclusions might be drawn from the data accumulated in the course of evaluating the Learning Centers Workshop:

(1) Monetary and/or college credit transfer considerations were the most important reasons listed by participants in taking the summer workshop.

(2) One-week's participation in the Learning Center Workshop apparently did not change the attitudes of teachers. Participation for two or three weeks made some changes. However, participants who spent four weeks in the Learning Centers Workshop exhibited statistically significant attitudinal changes in all of the areas measured.

(3) When questioned at the end of the workshop, participants

felt that activities and demonstrations were the most valuable instructional devices presented to them while lectures and discussions offered the least practical value.

Recommendations. Based upon the writer's personal observations, the final outcomes, and the conclusions concerning the results of this practicum, the following recommendations are made:

(1) That monetary and educational options be pursued as an integral part of all future district inservice course offerings involving units of credit.

(2) That enrollment procedures for inservice education training courses, significant to innovation and change, be arranged to require a minimum of 75% total attendance in the number of sessions offered in a specific course.

(3) That reaction to and appraisal of program content suggests that higher priority be given to those instructional devices considered most valuable by teachers, i.e., such as demonstrations and workshop activities, in future inservice education training courses.

(4) That continued and concentrated effort be directed toward the expansion of cooperative relationships

between the Staff Training Services Department and the two universities and outlying districts, and other interested universities and outlying districts, in an eventual total program of mutual course offerings to effect the proposed redesign of future inservice education training opportunities in the district.

(5) That in view of the projected reorganization of the educational structure of the district concerning the middle school concept for grades 6-7-8, the learning center guide be expanded to include activities commensurate with grades 7-8.

(6) That the evident enthusiasm generated by the training program, suggests the classroom learning centers approach be utilized for course offerings in curricular areas other than language arts and math related science.

Total Effort Expended

The writer was not able to record the exact total of the man hours expended in initiating and executing the practicum. However, arduous and continuous effort was expended throughout the spring, summer, and fall of 1974 in planning, preparing, and implementing the project; in collecting, recording, and analyzing the data; in bringing to fruition the initial step in the revision of inservice education opportunities in the district; and in concluding the project. The effort was in excess of the approximated 60 days of involvement in the total program and the 20 days projected to write the report due to the extent and importance of the final outcome.

Part II

Future Inservice Education Directions

Negotiations and reciprocal agreements concerning further cooperative relationships for the 1974 fall semester were successfully accomplished. (Appendix A, Part II)

(1) Four (4) courses that qualified for credential value in elementary methods were implemented in cooperation with CSUS (California State University, Sacramento) and/or UCD (University of California, Davis) for the teachers of the district as cited in the 1974 brochure of inservice education courses, Appendix D, Part I, pages 14, 15, 24, and 20.

(2) Courses in a number of other areas that had relevancy, value, and interest for elementary teachers were also offered, and are included in the brochure. (Appendix D, Part I)

(3) A course providing wide application to all areas of the K-8 curriculum utilizing the concept of individualization through classroom learning centers was implemented in cooperation with the two universities as a result of the appraisal of the program by the participants and as requested by the reviewer. (Appendix D, Part I, page 28)

(4) Teachers from the two outlying areas, Folsom-Cordova and San Juan Unified School Districts, were invited to participate as agreed.

(5) Teachers from two additional outlying areas were invited to participate in the total program as a result of reciprocal agreements requested by these two districts. (Appendix D, Part I, page ii)

In conclusion, a program of course offerings in cooperation with UCD has been scheduled for the 1975 spring semester, and is presently being considered by CSUS, (Appendix D, Part II). With the impetus given by the interest and growth in co-sponsorships and reciprocal agreements, the future revision, direction, and design of inservice education training opportunities in the district appears to be assured.

APPENDIX A, PART I

CO

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
TELEPHONE 444-6060

EDWARD B. FORT
Superintendent

February 22, 1974

Mr. Fred J. Stewart
Administrator
Staff Training Services/
Summer School Departments
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
1619 N Street - P.O. Box 2271
Sacramento, California 95810

Dear Fred:

The Instructional Division of the Sacramento City Unified School District greatly appreciates your efforts in bringing about innovative staff development programs to our district.

Your proposal which includes a mathematics/science demonstration school and emphasizing Individualizing Instruction Through Classroom Learning Centers in cooperation with the California State University, Sacramento and the University of California at Davis is another indication of the exemplary programs that you have generated.

We are also pleased that the Board of Education at its January 7, 1974, meeting appropriated funds to conduct this demonstration school which will serve as a pilot program for future inservice education programs of this nature.

We are also very pleased that the universities have, for the first time, been willing to offer university credit for district programs. This venture will certainly enhance the relationship between our district and the universities as well as provide an excellent training opportunity for teachers.

Sincerely,

Joseph Lynn
Deputy Superintendent

JHL:lb

UNIVERSITY OF CALIFORNIA EXTENSION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

DAVIS, CALIFORNIA 95616

February 14, 1974

Fred J. Stewart
Administrator, Staff Training Department
Sacramento City Unified School District
810 V Street
Sacramento, Calif.

Dear Mr. Stewart:

After reviewing your proposal, we are pleased to co-sponsor the teacher workshop and demonstration school "INDIVIDUALIZING INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS" which allows for the option of either University Extension units or district salary credit units, and will qualify for credential value in elementary methods.

We are also looking forward to a continuing relationship in co-sponsoring future course offerings in other areas of the curriculum.

Sincerely yours,

Lura S. Middleton

Lura S. Middleton, Specialist
Education Extension

LSM:s

CSU S
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
6000 J STREET, SACRAMENTO, CALIFORNIA 95819

February 28, 1974

Mr. Fred J. Stewart
Administrator-Staff Training Department
Sacramento City Unified School District
816 - V Street
Sacramento, California

Dear Mr. Stewart:

Subsequent to a review by the Department of Teacher Education of your proposal for an in-service workshop and demonstration school, "Individualized Instruction Through Classroom Learning Centers", which is to be offered this coming summer, we are pleased to co-sponsor this as a contract course through California State University, Sacramento.

This course will carry summer session credit and may be used as part of a post-baccalaureate program at CSUS subject to approval of the student's advisor.

Sincerely,

Raymond Endres

Raymond J. Endres
Dean of Continuing Education

RJE:skb

FOLSOM
CORDOVA
UNIFIED SCHOOL DISTRICT

[illegible]

GENE R. GETTY, President
JANE E. LEGATE, Vice-President
JACK D. FALLON, Clerk
HELEN S. PAAVOLA
JOHN VAN LOON

HOWARD C. WOOD, Superintendent
JAMES S. LOUGHRIDGE, Deputy Superintendent
DAVID H. BENSON, Assistant Superintendent
R. E. HOOD, Director of Business Services
CLAIRE ELLSWORTH, Chief Accountant
EARL HORGER, SR., Purchasing Agent

RECEIVED
FEB 20 1974
Staff Training Services Dept

BEST COPY AVAILABLE

February 19, 1974

Fred J. Stewart
Administrative Staff Training
Sacramento City Unified School District
PO Box 2271
Sacramento, Ca, 95810

Dear Mr. Stewart:

It is our understanding that you are co-sponsoring courses with the California State University at Sacramento and the University of California at Davis for in-service training for certificated personnel. We are looking forward to participating in the summer of 1974 workshop in "Individualizing Instruction through Class-room Learning Centers ", and to receiving brochures to be distributed to our teachers. I might mention there are 550 Certificated employees in our district to whom brochures are distributed.

We are looking forward to continuing this relationship with you and participating in staff in-service training courses during the coming summer and fall.

Sincerely,

David H. Benson
Acting Superintendent

1091 Coloma Street, Folsom, California 95630 Phone AC 916, 985-4483

ADMINISTRATIVE OFFICES
SAN JUAN UNIFIED SCHOOL DISTRICT
FERD. J. KIESEL, Superintendent of Schools
in Suburban Sacramento
3738 WALNUT AVENUE • CARMICHAEL, CALIFORNIA 95608 • Telephone 484-2351

February 22, 1974

RECEIVED
FEB 25 1974
Staff Training Services Dept.

Mr. Fred J. Stewart, Administrator
Staff Training Services/ Summer School
Sacramento City Unified School District
1619 "N" Street, P.O. Box 2271
Sacramento, CA 95810

Dear Fred:

Your proposal for an inservice demonstration school model, emphasizing individualized instruction in the areas of language arts and mathematics related science is an impressive one.

This program in which you have invited participants from our school district could very easily set the stage for reciprocal programs of this nature.

Hopefully, all schools districts in Sacramento County will be involved in developing future programs using the model which you are developing and implementing this summer.

Our district appreciates your efforts to include us in this inservice training activity as well as the other excellent workshops you have offered this past semester.

Sincerely,

Daniel O. Backman
Program Specialist
Inservice Education

Pepperdine
University

SCHOOL OF CONTINUING EDUCATION
ALBERT J. SESSAREGO,
Northern California Area Director

RECEIVED
MAR 15 1974
Staff Training Services Dept

March 6, 1974

Mr. Fred Stewart, Director
Staff Training Services Department
Sacramento City Unified School District
810 V Street
Sacramento, CA.

Dear Mr. Stewart:

After reviewing the program of in-service training of the Sacramento City Unified School District, the School of Continuing Education of Pepperdine University is pleased to co-sponsor the Teacher Training Workshop and Demonstration School Program being conducted by the district. The above program allows for either Pepperdine University extension credit or district salary credit, and the Pepperdine extension credit fee will be ten dollars ($10.00) per semester unit.

In accordance with the standards of the Western Association of Schools and Colleges, to which Pepperdine conforms, we are asking that an Instructor Application Form and a Course Information Form be submitted for each course and each instructor. I will provide your office with the necessary forms.

We look forward to the privilege of working with you and your staff in this interesting and worthwhile educational endeavor.

Sincerely yours,

Albert J. Sessarego
Area Director

Approved: Robert G. Gordon, Dean
School of Continuing Education

ORTHERN CALIFORNIA AREA OFFICE 1505 DEL DAYO DRIVE. • CARMICHAEL CALIFORNIA 95608 • (916) 483-4453
035 SOUTH VERMONT AVENUE • LOS ANGELES, CALIFORNIA 90044 • (213) 753-1411

APPENDIX A, PART II

CSU S

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

6000 J STREET, SACRAMENTO, CALIFORNIA 95819

August 8, 1974

RECEIVED
AUG 8 1974
Staff Training Services Office

Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments
Sacramento City Unified School District
P. O. Box 2271
Sacramento, CA 95810

Dear Fred:

Thank you for your letter of July 18th. I apologize for not responding sooner. I am pleased that the University, through the Office of Continuing Education, and the Sacramento City Unified School District will be cooperating this fall in the co-sponsorship of the series of courses included in your letter.

I hope this arrangement will prove mutually satisfactory to both parties.

Thank you for the time you have spent in meeting on this problem of common interest to both of us.

Sincerely,

Raymond Endres

Raymond J. Endres
Dean of Continuing Education

RJE:skb
cc: R. C. Payne
Maurice Poe
Terry Thomas

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

UNIVERSITY OF CALIFORNIA EXTENSION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

DAVIS, CALIFORNIA 95616

September 4, 1974

Mr. Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
P. O. Box 2271
Sacramento, California 95810

Dear Mr. Stewart:

I wish to congratulate you on the success of the summer workshop, INDIVIDUALIZING INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS.

We were very pleased to offer credit to the participants who were interested in receiving credit from the University of California. I would like to reiterate that University Extension enjoys working with you, and I am pleased that we will continue this very productive and rewarding relationship this fall by cooperating with you in offering a follow up course in Learning Centers as well as a number of other inservice courses.

Through the blending of plans for inservice I believe we will be able to offer excellent programs for the teachers.

Sincerely,

Lura S. Middleton, Specialist
EDUCATION EXTENSION

FOLSOM
CORDOVA
UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION
GENE R. GETTY, President
JANE E. LEGATE, Vice-President
JACK D. FALLON, Clerk
HELEN S. PAAVOLA
JOHN VAN LOON

ADMINISTRATION
HOWARD C. WOOD, Superintendent
JAMES S. LOUGHRIDGE, Deputy Superintendent
DAVID H. BENSON, Assistant Superintendent
R. E. HOOD, Director of Business Services
CLAIRE ELLSWORTH, Chief Accountant
EARL HORGER, SR., Purchasing Agent

RECEIVED
SEP 10 1974
Staff Training Services Dept.

September 5, 1974

Mr. Fred J. Stewart, Administrator
Staff Training Services
Sacramento City Unified School District
P. O. Box 2271
Sacramento, California 95810

Dear Mr. Stewart:

Thank you for again allowing teachers from the Folsom Cordova District to participate in your inservice program. We appreciate being given copies of your inservice catelog for distribution to our teachers.

Response from the teachers who have recently participated in your inservice program has been very favorable; especially in regard to the Learning Center course.

Your district is to be commended on developing such a worthwhile inservice program. Sincere thanks again for extending the enrollment to the teachers of our district.

Yours truly,

David H. Benson

DAVID H. BENSON, Assistant Superintendent
Instructional Programs

DHB:rh

P.S. The design and color of the catelog is most attractive.

1091 Coloma Street, Folsom, California 95630 Phone AC 916, 985-4483

SAN JUAN UNIFIED SCHOOL DISTRICT
in Suburban Sacramento
FERD. J. KIESEL, Superintendent of Schools
3738 WALNUT AVENUE • CARMICHAEL, CALIFORNIA 95608 • Telephone 484-2491
DANIEL O. BACKMAN, Program Specialist
Performing Arts/Staff Inservice

August 29, 1974

RECEIVED
AUG 30 1974
Staff Training Services Dept.

Fred J. Stewart, Administrator
Staff Training Services
Sacramento City Unified School District
P.O. Box 2271
Sacramento, California 95810

Dear Fred:

Just a note to again thank you for the opportunities afforded our teachers to participate in your staff inservice courses. Gene Jensen has done a fine job in distributing your announcements to all of our schools and I'm sure our teachers will be interested in attending many of what appear to be excellent offerings.

Your teachers are likewise invited to attend our classes and when we send out announcements I would appreciate your distributing them to your staff.

I envy your brochures, Fred. They're beautiful! Looks like you're offering some fine classes.

Best wishes,

Dan

Daniel O. Backman
Program Specialist
Staff Inservice

APPENDIX B, PART I

INDIVIDUALIZING INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS, K-8, 776-172

Demonstration School/Teacher Workshop

Mrs. Ethel Breyfogle and Mr. Ron Kremer
Instructors

Caroline Wenzel Elementary School
6870 Greenhaven Drive
Quad

4 weeks: Monday, June 24 thru Tuesday, July 23, 1974
1:00 - 4:30 p.m.

1 Salary Credit Unit Per Week

UNIVERSITY EXTENSION CREDIT (Optional)	A Section: June 24-28/July 1-9 B Section: July 10-16/July 17-23
Pepperdine University	2 Semester Units Per Section
UCD (University of California at Davis)	3 Quarter Units Per Section
Credential Value: Course in Curriculum, Elementary Credential	
CSUS (California State University at Sacramento)	A and B Sections: 4 Semester Units A Section prerequisite for B Section: 2 Semester Units

A teacher workshop in conjunction with a model school emphasizing the use of classroom learning centers as an innovative approach to individualizing instruction in the K-8 classroom. Curricular emphasis will be in the areas of language arts and math related science. The workshop will offer orientation to the concept of individualization through classroom learning centers; the organization, implementation, and utilization of classroom learning centers; additional use of centers to parallel academic work, reinforce skills, and expand and/or enrich any area of the curriculum; and special attention to providing for individual pupil differences in learning. Opportunities will be provided to observe individual classroom programs "in action" and to participate in classroom instruction on the grade placement level of choice. Workshop time will also be provided to prepare and develop units of study to use at centers in the classroom in the fall. Participants may enroll for one or more of the 4 weeks for salary credit units.

WEEKLY EMPHASIS

WEEK 1:	*RECIPES FOR SUCCESS* (Diagnosis/Prescription)	*June 24-28*
WEEK 2:	*THE MAGIC TOUCH* (Management Systems)	*July 1-9*
WEEK 3:	*LET THE SUNSHINE IN* (Learning Environment)	*July 10-16*
WEEK 4:	*THE PUDDING'S THE PROOF* (Record Keeping/ Evaluation)	*July 17-23*

FOR ELEMENTARY/JUNIOR HIGH TEACHERS, K-8)

PRE-REGISTRATION REQUIRED

Registration Fees: MATERIALS FEE: $3.00 per week

-- District Salary Credit Units Initial Fee $2.00
-- Pepperdine University Credit $20.00 per 2 Semester Units
-- UCD Credit $18.00 per 3 Quarter Units
-- CSUS Credit $18.00 per 2 Semester Units

APPENDIX B, PART II

CAROLINE WENZEL ELEMENTARY SCHOOL
6870 Greenhaven Drive

JUNE 24 - JULY 23, 1974

INDIVIDUALIZING INSTRUCTION

A
+
3
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cat
fig
?
box
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seven
4

THROUGH

CLASSROOM LEARNING CENTERS

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
PERSONNEL SERVICES OFFICE
STAFF TRAINING SERVICES DEPARTMENT
810 V STREET

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department

Board of Education

Grant Bennett, President
Thomas Chinn, Vice President
D. Jackson Faustman
Mrs. Eva S. Garcia
Judy Kerri
Hugh F. Melvin
William G. Rutland

Administration

Edward B. Fort, Superintendent
Joseph H. Lynn, Deputy Superintendent
Robert N. Hansen, Assistant Superintendent
Personnel Services
Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments

Demonstration School: June 17 - July 26, 1974

Teacher Workshop: June 24 - July 23, 1974

INDIVIDUALIZING INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS

Caroline Wenzel Elementary School
6870 Greenhaven Drive
Quad

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department
810 V Street

FORWARD

In the last few years, exciting changes have occurred in the field of education; producing new directions and trends which emphasize a move away from the traditional toward innovation in the teaching-learning process. Recently, the impact of "change" has given impetus to the concept of individualization.

Individualizing instruction and learning through the use of classroom learning centers presents an innovative approach to individualization in the single teacher classroom. Centers of learning offer many opportunities for independent creative learning and thinking and enable the pupil to proceed according to need, interest, and ability to stimulate him to assume responsibility for his own development.

It is our hope that the teachers who participate in this program will return to their classrooms in the fall with a wealth of new and innovative ideas, a great deal of information and knowledge, and a fuller understanding of how to engage pupils in activities that are personal and challenging in meaningful settings.

Fred J. Stewart
Administrator
Staff Training Services/
Summer School Departments

PURPOSE

The program has been especially designed to provide training for K-8 teachers in the utilization of centers of learning as a practical and workable means to individualize curriculum and instruction within the framework of the self-contained classroom.

The program offers participants:

- orientation to the use of classroom learning centers in providing for individual pupil differences
- the opportunity to acquire the knowledge and skills necessary to organize, establish, and maintain centers of learning
- the opportunity to acquire knowledge and skill in methods of evaluation and classroom management techniques so that work can proceed on an orderly basis
- encouragement to plan a classroom environment conducive to individualized instruction and learning
- direction in selecting and developing activities and materials which cater to individual pupil differences
- assistance from knowing about to practicing newly acquired knowledge and skills

BEHAVIORAL OBJECTIVES

Week One June 24-28

RECIPES FOR SUCCESS: diagnosis and prescription

Behavioral Objectives:

Administer a diagnostic survey on grade placement level in order to establish grouping patterns in reading and mathematics.

Organize plans for implementation of strategies and prescriptions to match identified needs.

Write the performance objectives for a learning center unit.

Week Two July 1-9

THE MAGIC TOUCH: management systems

Behavioral Objectives:

Organize and implement a system of classroom management to ensure an environment conducive to individualized learning.

Assemble a specific learning package (unit) for use at the learning center.

Devise contracts for individualized learning which may be used at the learning center.

Week Three July 10-16

LET THE SUNSHINE IN: learning environment

Behavioral Objectives:

Identify and provide instructional media appropriate to differences in pupil learning styles/modalities.

Designate learning center units as to their function (i.e., enrichment, reinforcement, skill development, etc.).

Week Four July 17-23

THE PUDDING'S PROOF: record keeping and evaluation

Behavioral Objectives:

Develop a system of record keeping to enhance individualized instruction and pupil learning.

Evaluate whether a child has reached a particular behavioral objective through the use of classroom learning centers.

EVALUATION

1) Product (outcomes) will be evaluated in accordance with the slated objectives, the criteria to be determined by the workshop instructors.

2) District developed instruments.

WORKSHOP INSTRUCTORS

Mrs. Ethel Breyfogle
Mr. Ron Kremer

Demonstration Teachers
Staff Training Services Department

GENERAL SCHEDULE

1:00 - 2:30

General Meetings
Lectures/Demonstrations
Classroom Observations

2:30 - 2:50

BREAK

2:50 - 4:30

Demonstrations
Classroom Observations
Workshop Activities

DEMONSTRATION SCHOOL STAFF

HEAD TEACHER

Mr. Wesley W. Overton

DEMONSTRATION TEACHERS

Mrs. Joanna Corum
Clayton B. Wire Elementary School

Mrs. Pamela Santich
Staff Training Services Department

Mrs. Sue Nelson
Staff Training Services Department

Mrs. June Cottrell
Sutterville Elementary School

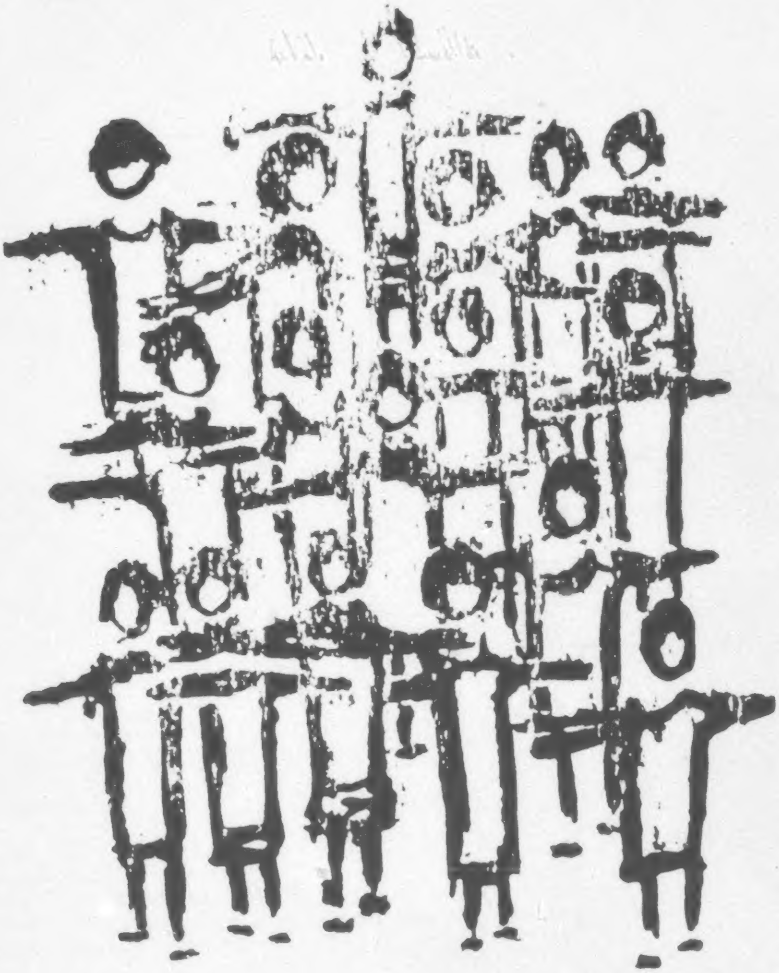
Mrs. Betty Marchetti
Unassigned

"as the twig is bent, so grows the tree"

SECTION A

WEEK I

RECIPES FOR SUCCESS:
DIAGNOSIS AND PRESCRIPTION



Monday, June 24 -
Friday, June 28

PROGRAM SCHEDULE

Monday, June 24, 1974

1:00 - 2:30	Mrs. Ethel Breyfogle Mr. Ron Kremer Workshop Instructors	Quad

GENERAL MEETING

Orientation
Course Overview
Information/Instructions

* * *

INDIVIDUALIZATION AND LEARNING

2:30 - 2:50	BREAK	

New Registrations: Library

2:50 - 4:30	Mr. Fred J. Stewart Administrator Staff Training Services/ Summer School Departments	Library

INTRODUCTION

* * *

Keynote Speaker

Mrs. Maryann Gatherall
Lecturer/Supervisor
Teacher Education
University of California, Davis

LEARNING CENTERS:
AN EDUCATIONAL CHANGE

* * *

Discussion/Questions

PROGRAM SCHEDULE

Tuesday, June 25, 1974

1:00 - 2:30 Mrs. Ethel Breyfogle Quad
Mr. Ron Kremer

GENERAL MEETING

Announcements/Discussion
Classroom Observation Schedule
Assignments

* * *

INDIVIDUALIZING INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS

2:30 - 2:50 BREAK

2:50 - 4:30 Mrs. Ethel Breyfogle Quad
Mr. Ron Kremer

LEARNING CENTER IDEAS

* * *

WORKSHOP

ASSESSING CLASSROOM NEEDS

Decision Making
Planning the Study Unit
Writing the Objectives

PROGRAM SCHEDULE

Wednesday, June 26, 1974

1:00 - 1:30	CLASSROOM OBSERVATIONS *Diagnosis and Prescription Reading/Language Arts*	Assigned Pods
1:30 - 2:30	Maurice Poe, Ph.D. Assistant Professor of Education California State University, Sacramento INDIVIDUALIZING INSTRUCTION IN LANGUAGE ARTS: DIAGNOSIS AND PRESCRIPTION	Library
2:30 - 2:50	BREAK	
2:50 - 4:30	Mrs. Ethel Breyfogle CRITERION TESTING: READING	Quad

* * *

WORKSHOP

Planning Reading Prescriptions

PROGRAM SCHEDULE

Thursday, June 27, 1974

1:30 - 1:30	*Conferencing* *With Workshop Instructors*	Quad
1:30 - 2:30	Leonard M. Kennedy, Ph.D. Professor of Education California State University, Sacramento INDIVIDUALIZING INSTRUCTION IN MATHEMATICS: DIAGNOSIS AND PRESCRIPTION	Library
2:30 - 2:50	BREAK	
2:50 - 3:20	CLASSROOM OBSERVATIONS *Diagnosis and Prescription:* *Math Related Science*	Assigned Pods
3:20 - 4:30	Mr. Ron Kremer CRITERION TESTING: MATHEMATICS	Quad

* * *

WORKSHOP

Planning Math Prescriptions

PROGRAM SCHEDULE

Friday, June 28, 1974

1:00 - 1:45	CLASSROOM OBSERVATIONS *Observation/Participation*	Assigned Pods
1:45 - 2:30	Mrs. Sue Nelson Demonstration Teacher Staff Training Services Department PURPOSEFUL PLANNING AND DESIGN	Quad
2:30 - 2:50	BREAK	
2:50 - 3:30	CLASSROOM OBSERVATIONS *Observation/Participation*	Assigned Pods
3:30 - 4:30	WORKSHOP *Activities*	Quad

* * *

SUMMARY

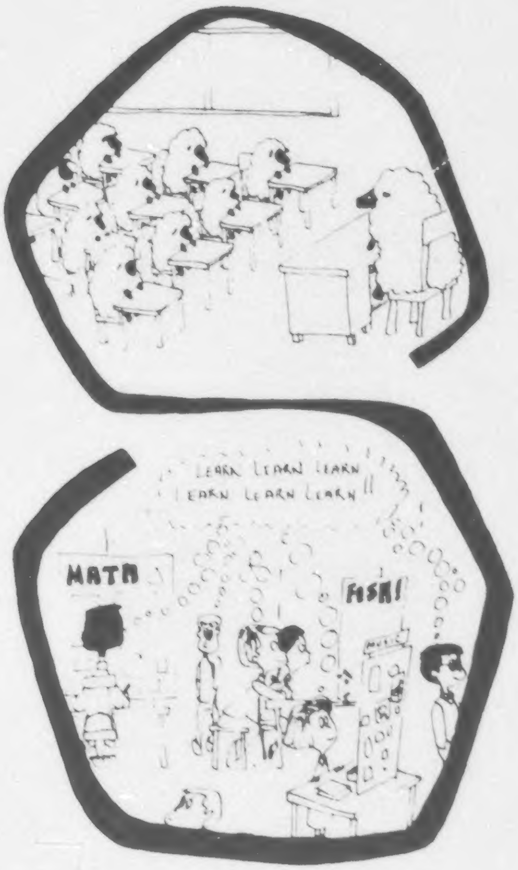
* * *

EVALUATION

SECTION A

WEEK II

THE MAGIC TOUCH: MANAGEMENT SYSTEMS


LEARN LEARN LEARN
LEARN LEARN LEARN!!
MATH
FISH!
MUSIC

Monday, July 1 -
(Thursday, July 4 / Friday, July 5
HOLIDAYS)
Tuesday, July 9

PROGRAM SCHEDULE

Monday, July 1, 1974

1:00 - 2:30 Mrs. Ethel Breyfogle Quad
Mr. Ron Kremer

GENERAL MEETING

Announcements/Discussion
Information/ Instructions
Assignments

* * *

MANAGEMENT SYSTEMS AND PERFORMANCE OBJECTIVES

2:30 - 2:50 BREAK

2:50 - 4:30 New Enrollees North Room

Mrs. Ethel Breyfogle

INDIVIDUALIZATION/CLASSROOM
LEARNING CENTERS

LEARNING CENTER IDEAS

* * *

WORKSHOP ACTIVITIES Quad

Week I Enrollees Quad

Mr. Ron Kremer

WORKSHOP ACTIVITIES

PROGRAM SCHEDULE

Tuesday, July 2, 1974

1:00 - 1:30	CLASSROOM OBSERVATIONS *Management Systems: Reading/Language Arts*	Assigned Pods
1:30 - 2:45	George Raddue Discovery Center Director Consultant to San Anselmo School District Joann Raddue Teacher Wade Thomas School San Anselmo, California MANAGEMENT TECHNIQUES * * * *Questions/Discussion*	Library
2:45 - 3:05	BREAK	
3:05 - 4:30	Mrs. Pamela Santich Demonstration Teacher Staff Training Services Department PLANNING AHEAD * * *	Quad
	New Enrollees Mrs. Ethel Breyfogle DIAGNOSIS/PRESCRIPTION * * *	North Room
	WORKSHOP ACTIVITIES	Quad
	Week I Enrollees Mr. Ron Kremer WORKSHOP ACTIVITIES	Quad

PROGRAM SCHEDULE

Wednesday, July 3, 1974

1:00 - 2:30 Kindergarten-Primary Segment Quad

Miss Louise E. Froelich
Primary Teacher
Freeport Elementary School

MANAGEMENT SYSTEMS IN ACTION:
THE RAMAC PROJECT

* * *

Questions/Discussion

Intermediate-Junior High School Segments Multipurpose Room

Mr. Cliff Carnes
Resource Teacher
San Juan Unified School District

CORRELATING OBJECTIVES AND ACTIVITIES

* * *

Questions/Discussion

2:30 - 2:50 BREAK

2:50 - 3:20 CLASSROOM OBSERVATIONS Assigned Pods

Management Systems:
Math Related Science

3:20 - 4:30 WORKSHOP Quad

PROGRAM SCHEDULE

Monday, July 8, 1974

1:00 - 1:45	CLASSROOM OBSERVATIONS *Observation/Participation*	Assigned Pods
1:45 - 2:45	Kindergarten-Primary/Intermediate Segments Mrs. Ethel Breyfogle	Quad
	Junior High School Segment Mr. Ron Kremer	North Room
	CONTRACTS AND CENTERS * * * *Questions/Discussion*	
2:45 - 3:05	BREAK	
3:05 - 4:30	WORKSHOP *Materials "Try-Outs" In the Classroom* *Conferencing With Instructors* *Workshop Activities*	Quad

PROGRAM SCHEDULE

Tuesday, July 9, 1974

1:00 - 2:30	WORKSHOP *Displays* *Sharing* *"Try-Outs"* *Workshop Activities*	Quad
2:30 - 2:50	BREAK	
2:50 - 3:30	CLASSROOM OBSERVATIONS *Observation/Participation*	Assigned Pods
3:30 - 4:30	WORKSHOP *Displays/Sharing/"Try-Outs" (continued)* *Workshop Activities*	Quad

* * *

SUMMARY AND EVALUATION

SECTION B

WEEK III

LET THE SUNSHINE IN: THE LEARNING ENVIRONMENT

Wednesday, July 10 -
Tuesday, July 16

PROGRAM SCHEDULE

Wednesday, July 10, 1974

1:00 - 1:30 Mrs. Ethel Breyfogle Library
Mr. Ron Kremer

GENERAL MEETING

Announcements/Discussion

Information/Instructions

Assignments

1:30 - 2:45 Mr. Robert Reasoner Library
Principal
Bancroft Elementary School
Walnut Creek, California

THE LEARNING ENVIRONMENT

* * *

Questions/Discussion

3:05 - 4:30 New Enrollees North Room

Mrs. Ethel Breyfogle

INDIVIDUALIZATION/CLASSROOM LEARNING CENTERS

LEARNING CENTER IDEAS

* * *

WORKSHOP ACTIVITIES Quad

Week I/II Enrollees Quad

Mr. Ron Kremer

WORKSHOP ACTIVITIES

PROGRAM SCHEDULE

Thursday, July 11, 1974

1:00 - 2:00	Mrs. Ethel Breyfogle Mr. Ron Kremer	Quad
	LEARNING STYLES	
	* * *	
	Questions/Discussion	
2:00 - 2:30	*Individual Classroom Planning*	Quad
2:30 - 2:50	BREAK	
2:50 - 3:20	CLASSROOM OBSERVATIONS	Assigned Pods
	The Learning Environment: Math Related Science	
3:20 - 4:30	New Enrollees	North Room
	Mrs. Ethel Breyfogle	
	DIAGNOSIS/PRESCRIPTION	
	MANAGEMENT	
	* * *	
	WORKSHOP ACTIVITIES	Quad
	Week I/II Enrollees	Quad
	Mr. Ron Kremer	
	WORKSHOP ACTIVITIES	

PROGRAM SCHEDULE

Friday, July 12, 1974

1:00 - 1:30	CLASSROOM OBSERVATIONS *The Learning Environment:* *Reading/Language Arts*	Assigned Pods
* 1:30 - 4:30	Mrs. Carol Steele Resource Teacher Cambridge Heights School Citrus Heights, California FUNCTIONS OF LEARNING CENTERS * * * *Questions/Discussion* * * * WORKSHOP ACTIVITIES	Quad

* A break will be provided at an appropriate time.

PROGRAM SCHEDULE

Monday, July 15, 1974

1:00 - 1:45	*Conferencing With Instructors* *Individual Classroom Planning*	Quad
1:45 - 2:30	Kindergarten-Primary Segment Mrs. Joanna Corum Demonstration Teacher Kindergarten	North Room
	Intermediate Segment Mrs. June Cottrell Demonstration Teacher Intermediate	Library
	Junior High School Segment Mrs. Ethel Breyfogle Mr. Ron Kremer	Quad
	MOTIVATIONAL TECHNIQUES	
2:30 - 2:50	BREAK	
2:50 - 3:20	CLASSROOM OBSERVATIONS *Observation/Participation*	Assigned Pods
3:20 - 4:30	WORKSHOP ACTIVITIES	Quad

PROGRAM SCHEDULE

Tuesday, July 16, 1974

1:00 - 1:30 CLASSROOM OBSERVATIONS Assigned Pods

Observation/Participation

* 1:30 - 4:30 Mrs. Lyn Savage North Room
Consultant
Creative Publications

Metric Materials

Math Related Science Materials

All materials will be on display for additional viewing and discussion throughout the afternoon.

WORKSHOP Quad

Activities

* * *

SUMMARY

* * *

EVALUATION

* A break will be provided at an appropriate time.

SECTION B

WEEK IV

THE PUDDING'S PROOF:
RECORD KEEPING AND EVALUATION

Wednesday, July 17 -
Tuesday, July 23

PROGRAM SCHEDULE

Wednesday, July 17, 1974

1:00 - 2:30 Mrs. Ethel Breyfogle Quad
Mr. Ron Kremer

GENERAL MEETING

Announcements/Discussion
Information/Instructions
Assignments

* * *

RECORD KEEPING SYSTEMS

2:30 - 2:50 BREAK

2:50 - 4:30 New Enrollees North Room

Mrs. Ethel Breyfogle

INDIVIDUALIZATION/CLASSROOM
LEARNING CENTERS

LEARNING CENTER IDEAS

* * *

WORKSHOP ACTIVITIES Quad

Week I/II/III Enrollees Quad

Mr. Ron Kremer

WORKSHOP ACTIVITIES

PROGRAM SCHEDULE

Thursday, July 18, 1974

1:00 - 2:00 Mrs. Kay Gingrich Library
Educational Consultant
"A Learning Center Is" Company
San Jose, California

METHODS OF EVALUATION

* * *

Consultant/Participants
Questions/Discussion
Concerning Areas Which Might Present Problems

2:30 - 2:50 BREAK

2:50 - 4:30 New Enrollees North Room

Mrs. Ethel Breyfogle

DIAGNOSIS/PRESCRIPTION

MANAGEMENT SYSTEMS

* * *

WORKSHOP ACTIVITIES Quad

Week I/II/III Enrollees Quad

Mr. Ron Kremer

WORKSHOP ACTIVITIES

PROGRAM SCHEDULE

Friday, July 19, 1974

1:00 - 1:30	CLASSROOM OBSERVATIONS *Record Keeping and Evaluation: Reading/Language Arts*	Assigned Pods
1:30 - 2:30	*Conferencing With Instructors* *Individual Classroom Planning*	Quad
2:30 - 2:50	BREAK	
2:50 - 3:20	CLASSROOM OBSERVATIONS *Record Keeping and Evaluation: Math Related Science*	Assigned Pods
3:20 - 4:30	New Enrollees Mrs. Ethel Breyfogle LEARNING STYLES THE LEARNING ENVIRONMENT	North Room
	Week I/II/III Enrollees Mr. Ron Kremer WORKSHOP ACTIVITIES	Quad

PROGRAM SCHEDULE

Monday, July 22, 1974

* 1:00 - 4:30 WORKSHOP Quad

Set up LEARNING CENTER DISPLAYS in Multipurpose Room

"Try-Outs" in the Classroom

Sharing

Workshop Activities

Tuesday, July 23, 1974

1:00 - 2:30 LEARNING CENTER DISPLAYS Multipurpose Room

Participants will attend his/her display to discuss with and answer questions for other workshop participants and interested visitors.

2:30 - 2:50 BREAK

2:50 - 3:45 WORKSHOP

Concluding Activities

3:45 - 4:30 Mrs. Ethel Breyfogle Quad
Mr. Ron Kremer

GENERAL MEETING

Discussion/Questions

* * *

SUMMARY

* * *

EVALUATION

* A break will be provided at an appropriate time.

REFERENCES

Bishop, Lloyd K. Individualizing Educational Systems. (New York: Harper, 1971)

Dunn, Rita. Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies. (New York: Parker, 1972)

Howes, Virgil M. Individualization of Instruction: A Teaching Strategy. (New York: Macmillan, 1970)

Howes, Virgil M. Individualized Instruction in Reading and Social Studies. (New York: Macmillan, 1970)

Howes, Virgil M. Individualized Instruction in Science and Mathematics. (New York: Macmillan, 1970)

Stahl, Dona Kofod. Individualized Teaching in Elementary Schools. (West Nyack, N.Y., Parker Pub. Co., 1970)

Taylor, Frank D. Individualized Reading Instruction Games and Activities. (Denver, 1972)

INSTRUCTIONAL MATERIALS

No specific text will be required. The following references will be available in the workshop for use by participants:

CHARLES MERRILL COMPANY

Games for Individualizing Mathematics Learning
by Leonard Kennedy and Ruth Michon

CONTEMPORARY IDEAS
P.O. Box 1703
Los Gatos, California 95030

Beginning Discovery
by Ann Champion and Virginia Hamilton

Planning Discovery
by Virginia Hamilton and Charlotte Fischer

Discover New Ways
by Virginia Hamilton and Charlotte Fischer

The Correlation of Activity-Centered Science and Mathematics
by Del Alberti and Mary Laycock

Learning Center Guide
by Barbara Gurske and Bernard T. Cote

CREATIVE PUBLICATIONS

Aftermath

M Cubed

Tangle Table

Tangramath

DOVE PUBLICATIONS, New York

Electricity Experiments for Children
by Gabriel Reuben

LOS ANGELES UNIFIED SCHOOL DISTRICT

STAR Supportive Instructional Materials Notebook

Dorothy Gaither
STAR Program P-322
Los Angeles Unified School District
450 No. Grand Avenue
Los Angeles, California 90012

LOS ANGELES UNIFIED SCHOOL DISTRICT

Dorothy Gaither
STAR Program P-322
Los Angeles Unified School District
450 No. Grand Avenue
Los Angeles, California 90012

STAR Supportive Instructional Material Notebook

APPENDIX B, PART III

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MEMORANDUM

TO: Demonstration Teachers
Summer Demonstration School
Caroline Wenzel Elementary School

DATE: May 22, 1974

FROM: Ethel Breyfogle and Ron Kremer,
Workshop Instructors

SUBJECT: CLASSROOM OBSERVATIONS

Dear Demonstration Teacher,

The four week summer workshop will begin Monday, June 24 and end Tuesday, July 23, 1974. Each week there are two observations scheduled during the Language Arts block and two during the Math - Science block. Each observation is thirty minutes in length.

The workshop has a particular emphasis each week Workshop participants will be looking for your methods of teaching in light of that week's emphasized area.

The information attached should be helpful to you in your summer planning.

EB
EB:sk

WORKSHOP WEEK I

Dates: Monday, June 24 - Friday, June 28, 1974

Emphasis: *Diagnosis and Prescription*

Language Arts Observation	1:00 - 1:30	Wednesday, July 25
Math - Science Observation	2:50 - 3:20	Thursday, July 26
Language Arts Observation	1:00 - 1:30	Friday, July 27
Math - Science Observation	2:50 - 3:20	Friday, July 27

Suggestions:

a) Teachers will be interested in your use of diagnosis (i.e., CRT Charts, SACTO Charts, Group and/or Individualized Records).

b) Teachers might wish to see some small group or individual testing and assessment in progress.

c) Teachers will be interested in your prescriptions (Learning Centers based on Needs, Interests, etc.).

WORKSHOP WEEK II

Dates: Monday, July 1 - Tuesday, July 9, 1974

Emphasis: *Management Systems*

Language Arts Observation	1:00 - 1:30	Tuesday, July 2
Math - Science Observation	2:50 - 3:20	Wednesday, July 3
Language Arts Observation	1:00 - 1:30	Monday, July 8
Math - Science Observation	2:50 - 3:20	Tuesday, July 9

Suggestions:

a) Teachers will be interested in your use of team-teaching, contracts, individual conferences, team leaders, etc.

b) Teachers will be interested in student assignment to centers (i.e., rotational, teacher-assigned, self-selection).

c) Teachers might wish to see students moving from one station to another.

d) Teachers will be interested in the teacher independence of stations, center "feed back" for students (the variety of self-correcting methods).

WORKSHOP WEEK III

Dates: Wednesday, July 10 - Tuesday, July 16, 1974

Emphasis: *Learning Environment*

Math - Science Observation	2:50 - 3:20	Thursday, July 11
Language Arts Observation	1:00 - 1:30	Friday, July 12
Math - Science Observation	2:50 - 3:20	Monday, July 15
Language Arts Observation	1:00 - 1:30	Tuesday, July 16

Suggestions:

a) Teachers will be interested in your room arrangement, placement of centers, storage, access to materials, etc.

b) Teachers will be interested in the intrinsic motivation of centers (i.e., colorful, attractive, variety of activities).

c) Teachers will be interested in the learning modalities accommodated by your centers. (i.e., reading, writing, listening, speaking input and output).

WORKSHOP WEEK IV

Dates: Wednesday, July 17 - Tuesday, July 23, 1974

Emphasis: *Record Keeping and Evaluation*

Language Arts Observation	1:00 - 1:30	Friday, July 19
Math - Science Observation	2:50 - 3:20	Friday, July 19
Language Arts Observation	1:00 - 1:30	Monday, July 22
Math - Science Observation	2:50 - 3:20	Monday, July 22

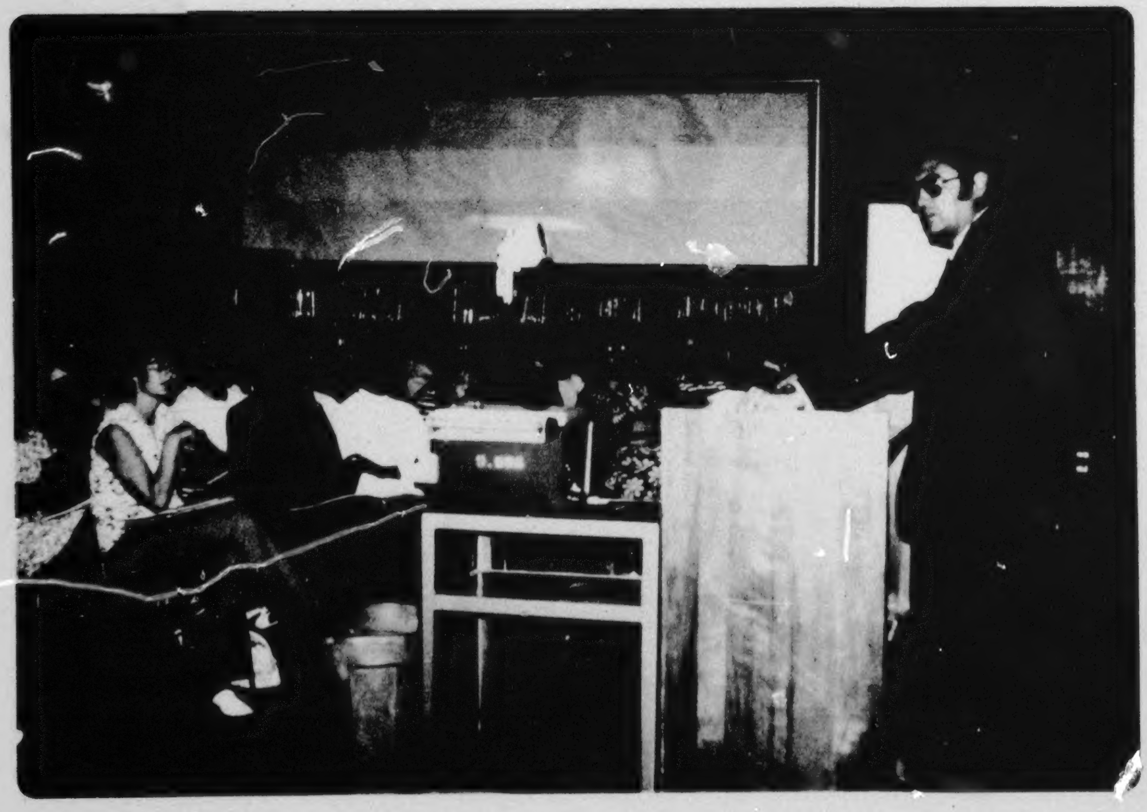
Suggestions:

a) Teachers will be interested in your record keeping of center use and student work (i.e., charts, team folders, individual record cards, etc).

b) Teachers will be interested in student self-evaluation forms, as well as, teacher-evaluation methods.

c) Teachers might wish to see a teacher-student conference in progress or a group evaluation discussion.

APPENDIX B, PART IV



INTRODUCTORY ADDRESS

The Writer

The opening address concerned
district and program goals
and
educational and professional
innovations

THE PROGRAM

INDIVIDUALIZING INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS

The Superintendent of the Sacramento City Unified School District and the writer welcomed the teachers just prior to the opening of the program.

The writer was frequently involved in visitations and observations.

(Note: Observer, right background)

Learning Environment

The program included lectures, demonstrations, large and small group instruction and discussions.

LECTURE

Guest Speaker, California State University, Sacramento

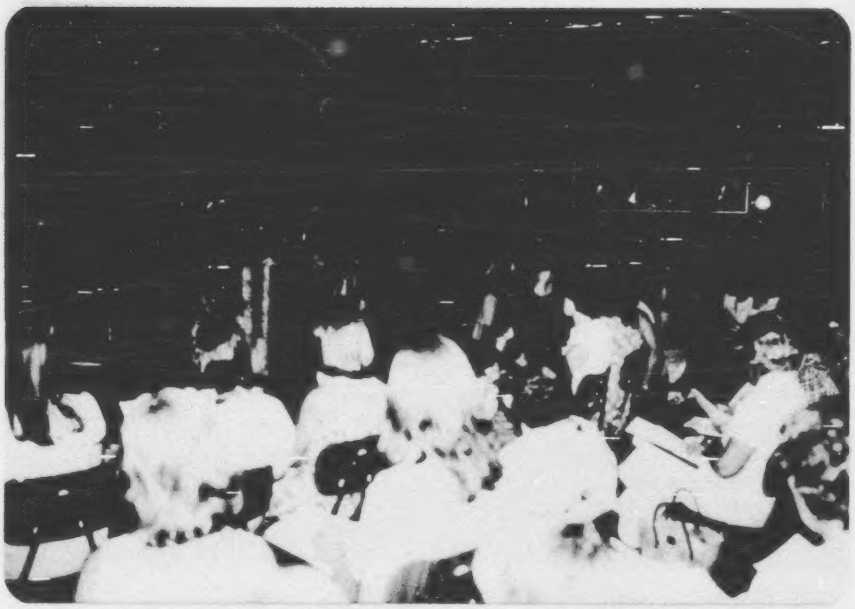
(Note: Designated program observer right foreground)

DEMONSTRATION, SMALL GROUP INSTRUCTION

Guest Speaker, University of California, Davis

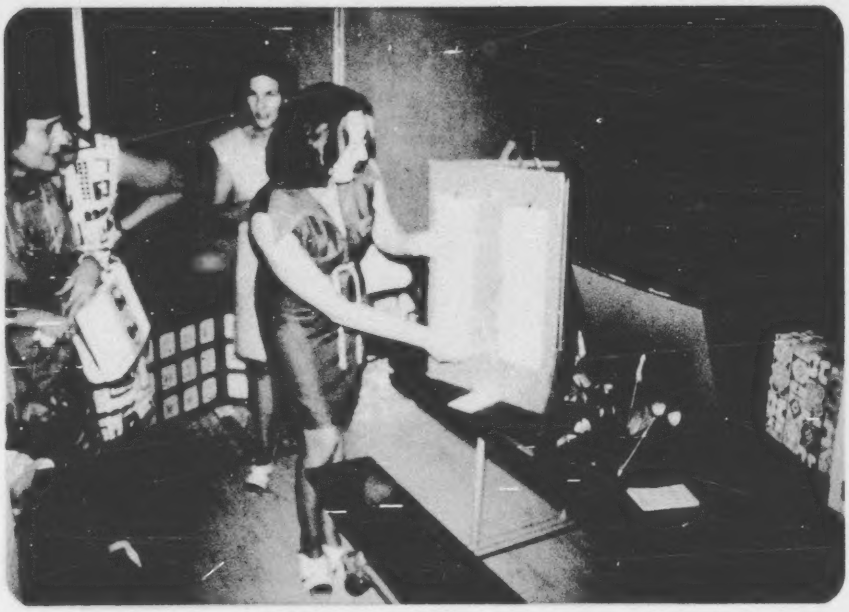
Participants were introduced to the concept of learning centers as a means to individualize curriculum, instruction, and pupil learning supplemented by "hand-outs" to reinforce the concepts presented, and for general use during the workshop sessions.

Guest Speaker,
University of California,
Davis
and
Workshop Instructors



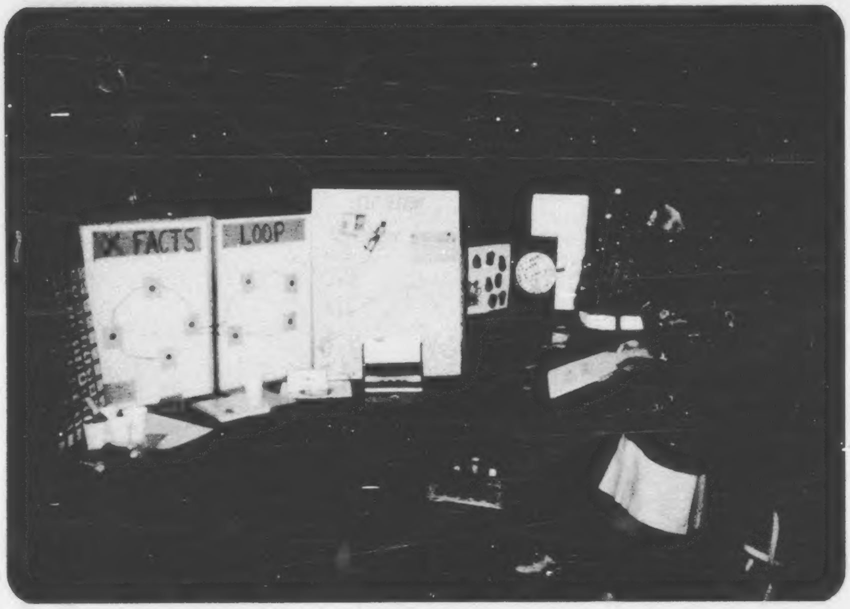
LARGE GROUP INSTRUCTION
and
DISCUSSION

Workshop Instructor



Participants were instructed in transferable learning center models as units of study followed by an introduction to a variety of models, practical suggestions, innovative ideas, and task oriented activities.

Workshop Instructor



LEARNING CENTER MODELS
(Units of Study)

Models on display were viewed by the writer.

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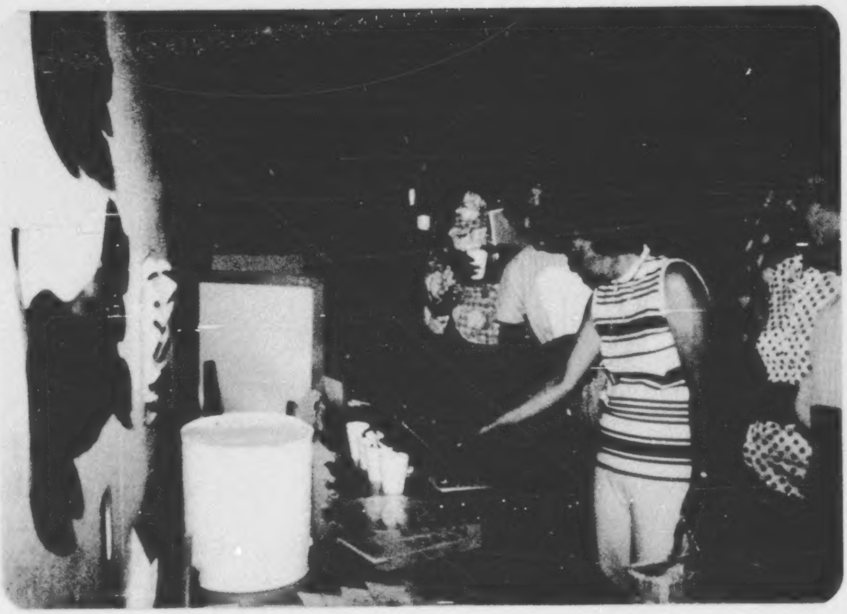


Direction was provided in curricular materials and selections related to innovation and change in the teaching-learning process.

TEACHER-MADE CURRICULAR ACTIVITIES

Workshop Participants

SELECTED COMMERCIAL AND TEACHER-MADE CURRICULAR MATERIALS

Workshop Participants
and
Visitors

Participants were given assistance in acquiring a body of knowledge and ski and related curricular innovations transferable to the "real world" of the classroom.

The Workshop Laboratory

Participants moved from knowing about to practici newly acquired knowledge and skills.

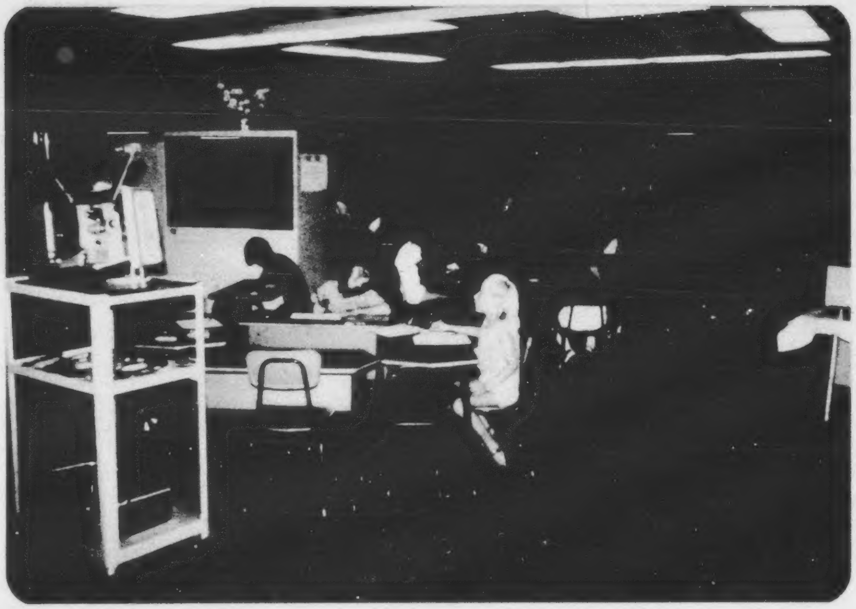
Workshop Participant

Adequate time was provided during the workshop sessions for developing and/or preparing performance objective-based units of study appropriate to individualized instruction and learning modalities.

Participants assisted each other in the process of preparation.

Learning Environment: Transferable Models

Demonstration Teachers expressed their own individuality in creating a learning environment conducive to and compatible with teaching style, classroom environment, and individualized learning in a self-contained classroom. The models were to be construed as ideas to convey or transfer to other classrooms in other schools.

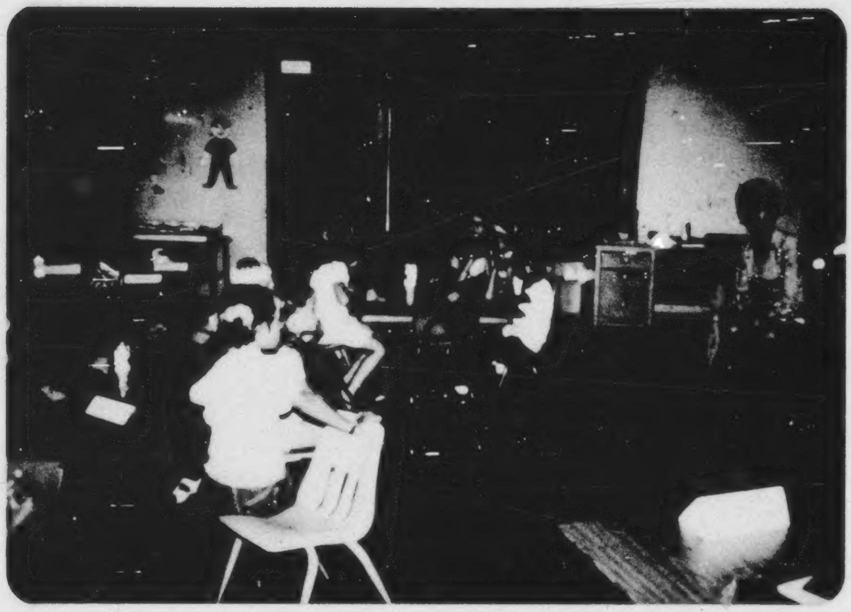


TRANSFERABLE MODEL

A classroom setting in the demonstration school.

Teacher directed activities were provided each day to foster communication and a sense of "belonging" to the total group.

KINDERGARTEN MODEL

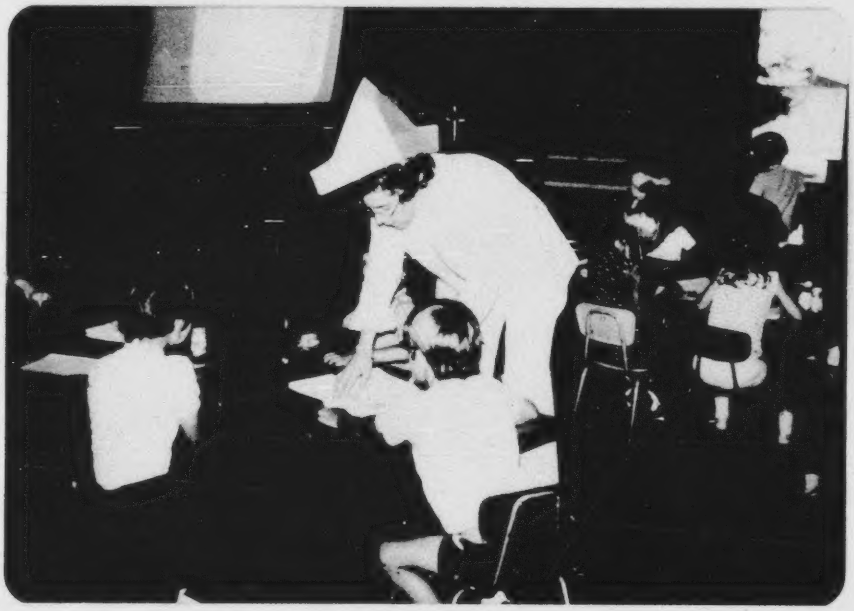


PRIMARY MODEL

Pupils discussed and shared ideas.

INTERMEDIATE MODEL

Progress and achievement were evaluated.



LOWER PRIMARY MODEL

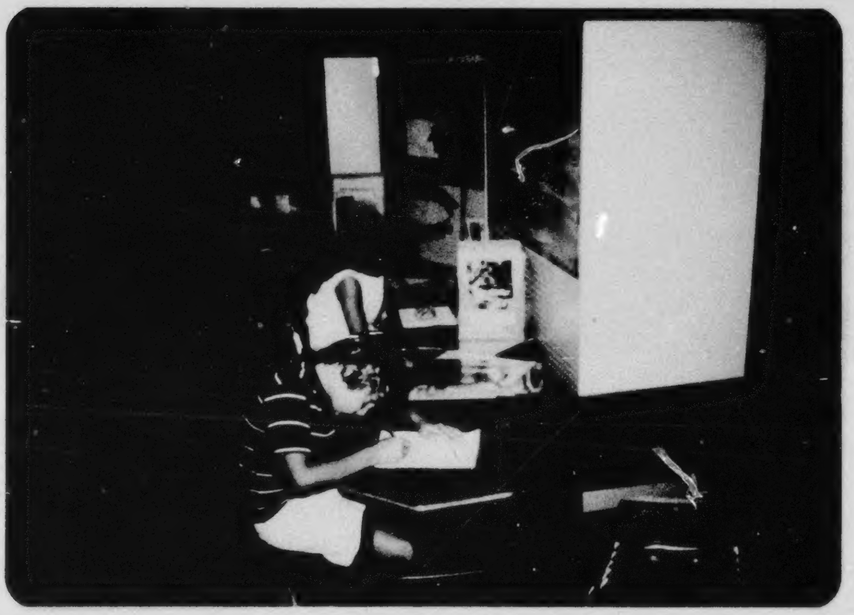
Small simple grouping arrangements were provid for individualized learn needs.

UPPER PRIMARY MODEL

The learning environment.

INTERMEDIATE MODEL

Demonstration teacher and pupils.



Pupils were engaged in activities at classroom learning centers directe toward learning significant concepts and skills

LEARNING CENTER MODELS

Pupils advanced at a rate governed by ability interest, and motivation

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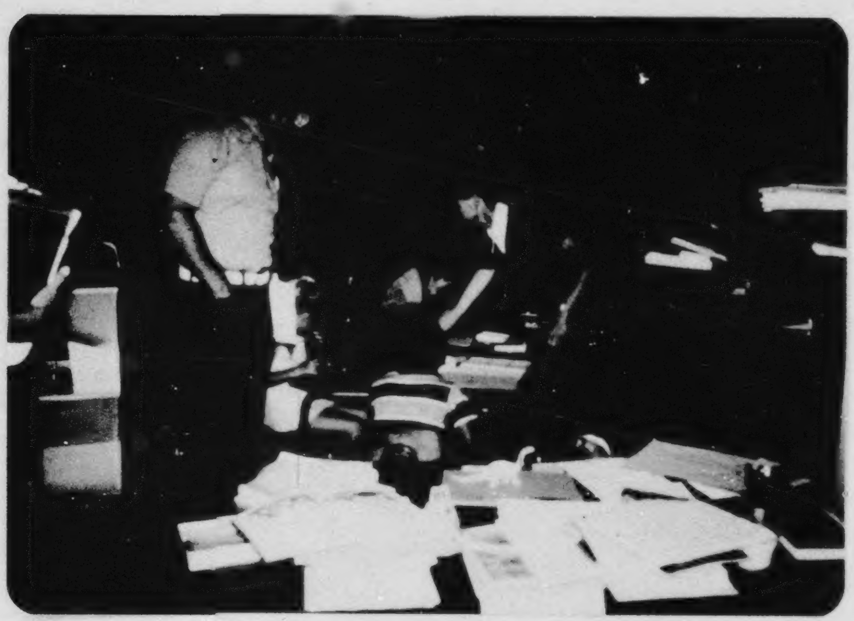

Many opportunities were offered participants to observe the master teachers working with pupils.

The demonstration teachers provided for individual differences in learning.

Pupils pursued individual learning needs.

Pupils were engaged in independent activities to extend and/or enrich basic concepts.

ENRICHMENT LEARNING CENTER MODELS

Pupils pursued and share special interests.

Opportunities were provided for participation in classroom instruction.

Participants instructed pupils on the grade placement level of their choice.

Participants "tried out" prepared units of study with the pupils.

Learning Center Units: The Products

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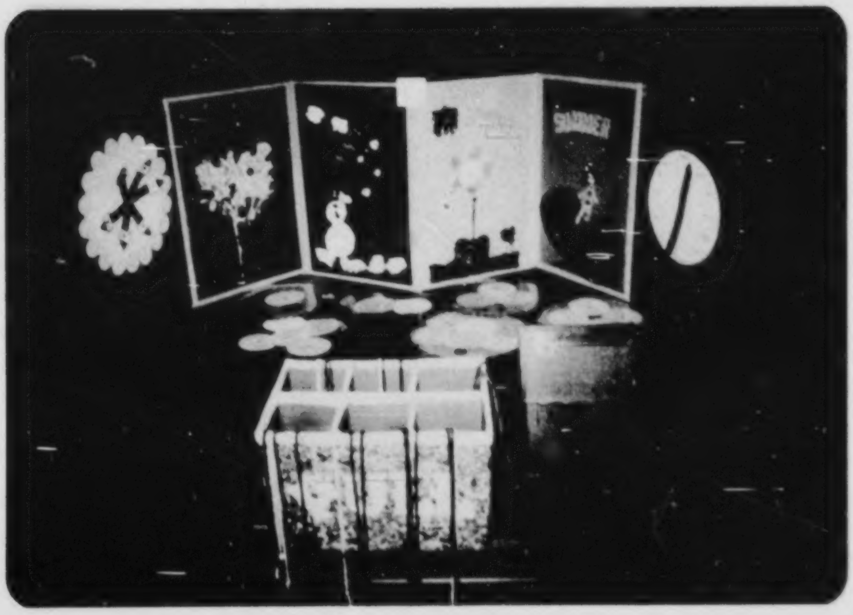
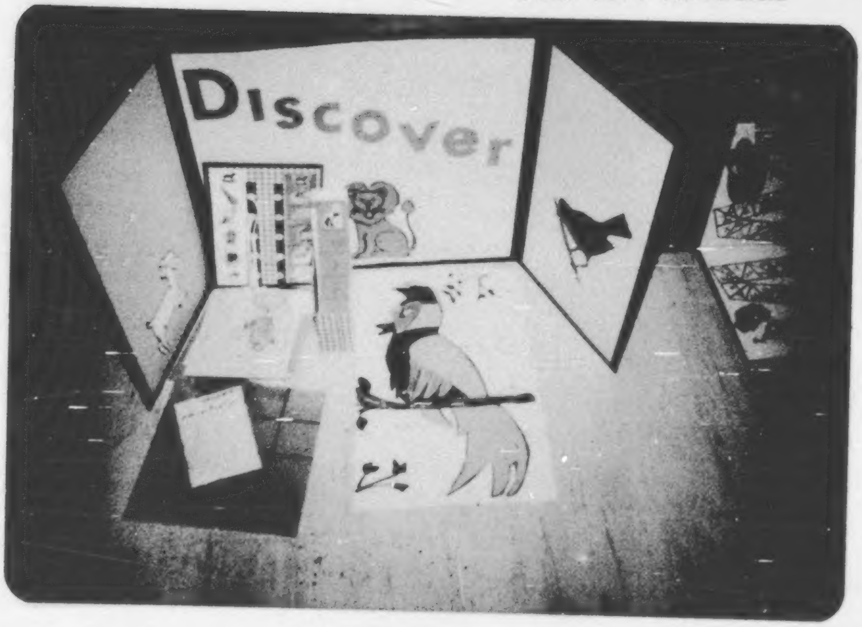
Units based on major instructional objectives and constructed to inclu concepts and skills sign ficant to learning. Following are examples of units developed by participants to use in classrooms in the fall.

KINDERGARTEN MODELS

Language Arts



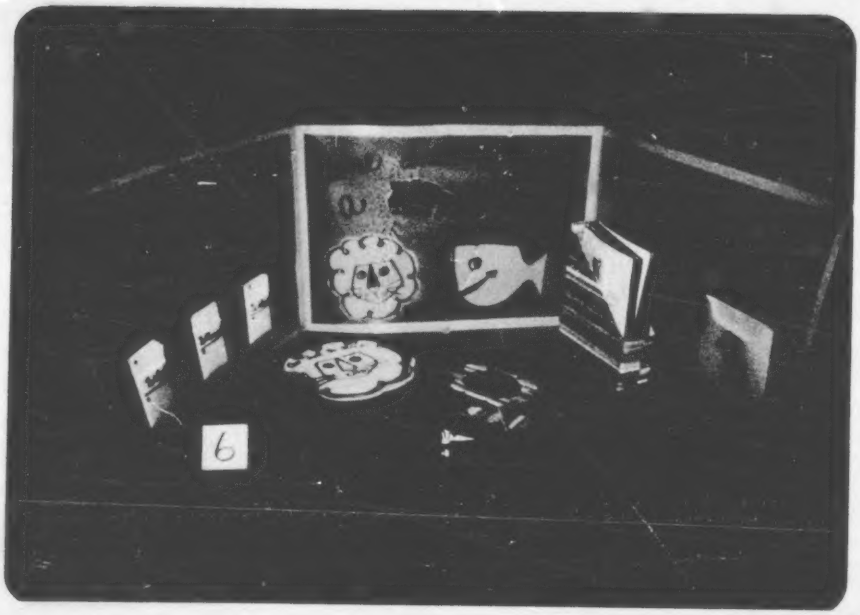


Mathematics/Science

Write a Story
34

PRIMARY MODELS

Language Arts



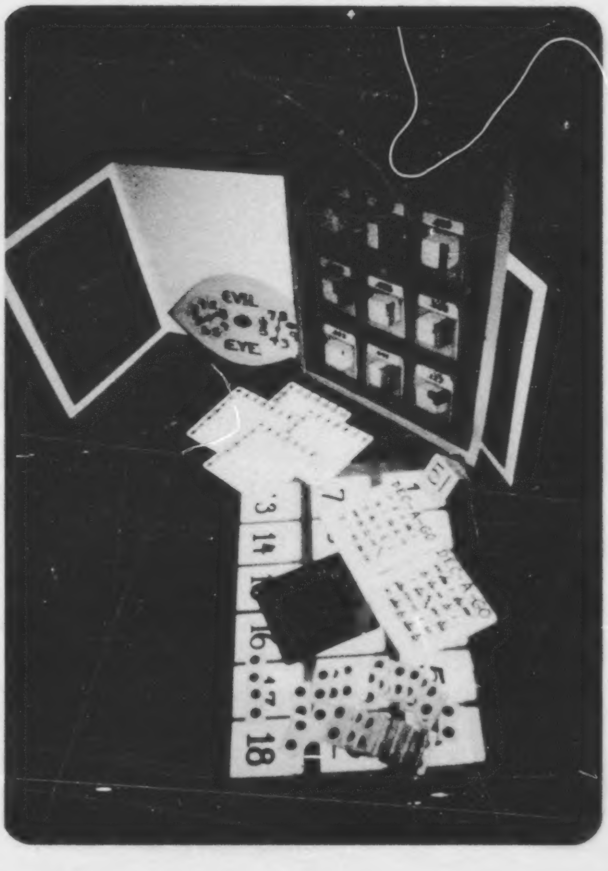
Start here
Bumble Bee Bounce

Mathematics

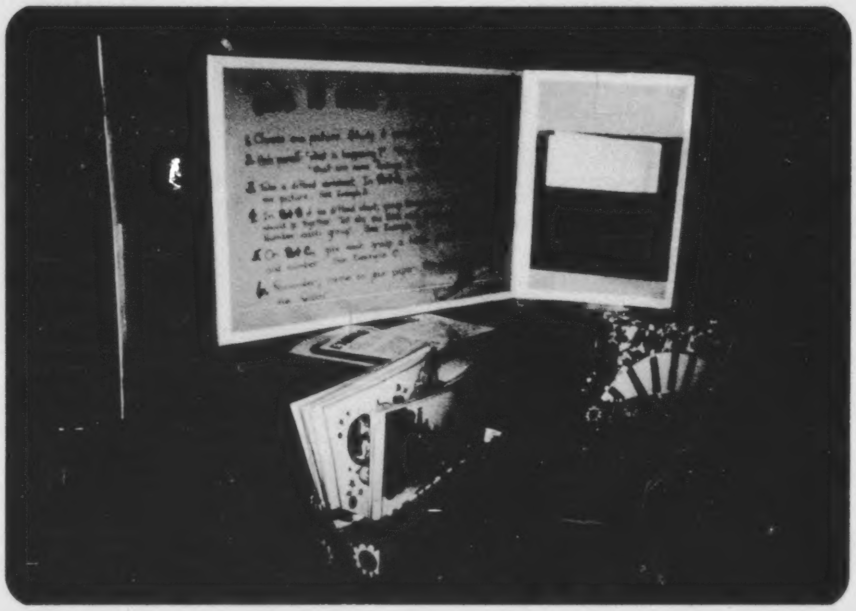
You Can Write!
Ways to begin...
Remember...
Pick a Pic
Spin a S
Write
THINK-TANK

INTERMEDIATE MODELS

Language Arts

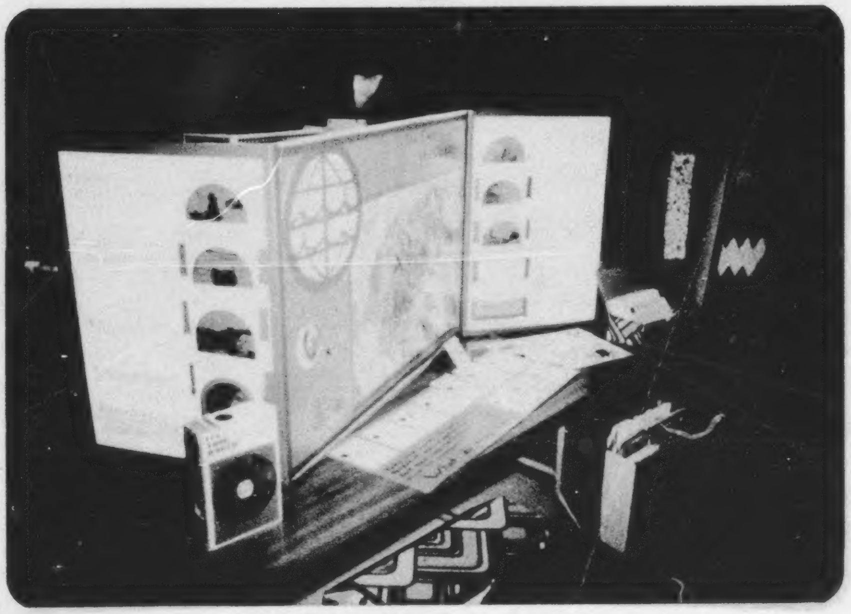

EVIL
EYE
3
14
16
17
18

Language Arts/
Mathematics/Science

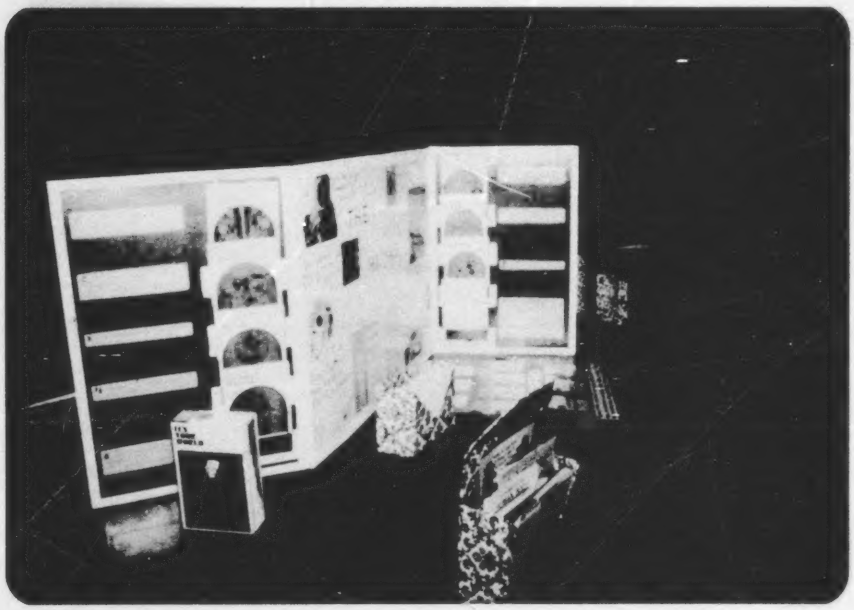


JUNIOR HIGH MODELS

Language Arts



Mathematics/Science



Displays: The Units of Study

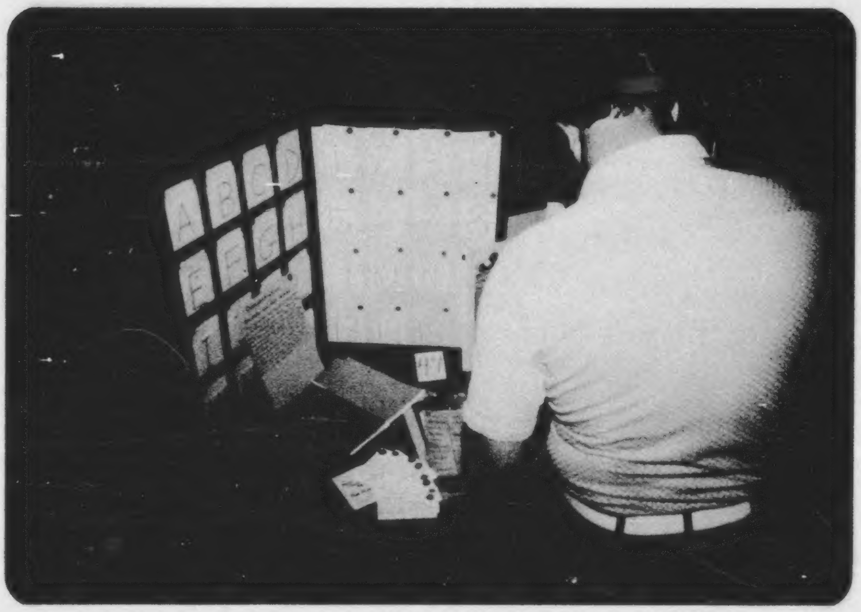
9 6 2 1 3
10 4 5
8

Completed units of study were placed on display during the concluding session of Week 2; and again at the conclusion of the workshop (Week 4).

Participants viewed the displays.

Interested adults from the community, visited the school to observe the program and to view the displays.

Participants gained ideas to incorporate in present and/or future learning center units of study.



Activities which suggested application to projects underway were noted for reference.

LEARNING CENTER PROJECT OUTLINE

To assist participants in their planning, a brief outline was required as a working model for each unit to be developed. The following examples are typical of the working models or project outlines.

LEARNING CENTER PROJECT OUTLINE NAME ______________________

TITLE ______________________________________

I. Curriculum Area ______________________________

Level ______________________________

II. Behavioral Objectives

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

III. Type of Center (circle one)

A. Enrichment
B. Skills
C. Interest

IV. Learning Center Activities

		BEHAVIORAL OBJECTIVES				
NAME OF STATION	TYPE	A	B	C	D	E
1.	TASK CARDS					
2.	TASK CARDS					
3.	WORKSHEETS					
4.	WORKSHEETS					
5.	MANIPULATIVE					
6.	MANIPULATIVE					
7.	GAMES					
8.	GAMES					
9.						

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION

BEST COPY AVAILABLE 4th wk.

LEARNING CENTER PROJECT OUTLINE

NAME Essie Mae Ferrell
July 22, 1974

TITLE Reading and Math.

I. Curriculum Area Reading, Math and Seasons Concepts
Level K. I

II. Behavioral Objectives I Pull and Tell Box Game:
A. Children pull a card from the box.
Name the picture, the letter and the
B. beginning sound of the word.
II Birthday Learning Center:
C. Learning Birthday and months
Of the year. Finding out how many
D. students have a birthday in a certain
month. III. Take Home Chart - Learning
E. responsible for different activities in classroom.
IV. Seasons - Learning centers for each
season. Discuss weather
Trees - grass
Birds
Activities for each seasons, etc,

III. Type of Center (circle one)
A. [✓ Enrichment]
B. Skills
C. [✓ Interest]

IV. Learning Center Activities

		BEHAVIORAL OBJECTIVES				
NAME OF STATION	TYPE	A	B	C	D	E
RK 1. Reading } PULL BOX	TASK CARDS	✓				
2. Math. }	TASK CARDS	✓				
RK 3. Birthday Learning Cent.	WORKSHEETS /	✓	✓			
RK 4. Take Home Centers	WORKSHEETS	✓	✓			
RK 5. Seasons	MANIPULATIVE	✓				
6.	MANIPULATIVE	✓				
7.	GAMES	✓				
8.	GAMES	✓				
9.						

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
1	✓		✓	✓
2	✓		✓	✓
3	✓		✓	✓
4	✓		✓	✓
5	✓		✓	✓

LEARNING CENTER PROJECT OUTLINE NAME Sharon Carl

TITLE ______

I. Curriculum Area Math

Level K.

II. Behavioral Objectives

A. Children will pin as many clothespins on the kite tail as the numeral indicates

~~B.~~

B. Children will put kite numerals in order.

C. Children will roll dice and move according to the amount shown.

D. Child will tell his partner the name of the number he lands on.

III. Type of Center (circle one)

A. Enrichment
[✓ B.] Skills
C. Interest

IV. Learning Center Activities

BEHAVIORAL OBJECTIVES

NAME OF STATION	TYPE	A	B	C	D	E
1.	TASK CARDS					
2.	TASK CARDS					
3.	WORKSHEETS					
4.	WORKSHEETS					
R✓ 5. Kite Number Game	MANIPULATIVE	✓	✓			
6.	MANIPULATIVE					
- R✓ 7. Number Game	GAMES			✓		
8.	GAMES					
9.						

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION

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4th WK

LEARNING CENTER PROJECT OUTLINE

NAME Nancy Blake

TITLE Phonics

I. Curriculum Area Lang arts

Level 1

#80 display

II. Behavioral Objectives

A. The child will name letters of alphabet and say the picture words. The child will trace and cut out the letter and make pictures that begin with that sound.

B. The child will name letters of alphabet and be able to pick out pictures that begin with that sound.

C.

D.

E.

III. Type of Center (circle one)

A. Enrichment
B. Skills
C. Interest

IV. Learning Center Activities

BEHAVIORAL OBJECTIVES

NAME OF STATION	TYPE	A	B	C	D	E
1.	TASK CARDS					
2.	TASK CARDS					
3.	WORKSHEETS					
4.	WORKSHEETS					
RK 5. Giant ABC's	MANIPULATIVE	✓				
RK 6. Consonant Sound Wheels	MANIPULATIVE		✓			
7.	GAMES					
8.	GAMES					
9.						

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
5. Giant ABC's	✓			
6. Consonant Sound Wheels		✓		

BEST COPY AVAILABLE 4th week

LEARNING CENTER PROJECT OUTLINE NAME Betina Billingea

TITLE "Let's Be Creative"

I. Curriculum Area Language Arts

Level 2nd or 3rd

II. Behavioral Objectives

A. Learn to rhyme words. Create short rhymes

B. Learn to write complete sentences. Using Periods & Capitals

C. Learn to express one's feelings on paper

D. Learn to follow directions and draw by them.

E. Learn to read books and feel something about them.

III. Type of Center (circle one)

[✓ A. Enrichment]

B. Skills

C. Interest

IV. Learning Center Activities

NAME OF STATION	TYPE	BEHAVIORAL OBJECTIVES A	B	C	D	E
1. Rhyming	TASK CARDS	✓	✓			✓
RK 2. Drawing	TASK CARDS		✓	✓	✓	
3. Rhyming	WORKSHEETS	✓	✓			
RK 4. Drawing	WORKSHEETS			✓	✓	
5.	MANIPULATIVE					
6.	MANIPULATIVE					
RK 7. Pick A Rhyme	GAMES	✓				
RK 8. Spin A feeling	GAMES			✓		
9. All About Me Books	Writing Booklets		✓	✓		

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
1	X		X	X
2		X		X
3	X			
4		X		
7				X
8				X
9			X	

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LEARNING CENTER PROJECT OUTLINE

NAME Barbara Spencer

TITLE Vowel Center

I. Curriculum Area Language

Level 4th gr.

II. Behavioral Objectives

A. Teach the vowel sounds /oo/, /ou/, /o/, /au/.

B. Short vowels: e spelled with ea; u spelled with o.

C. Long vowels: e spelled with ea; o spelled with oa; o spelled with oe; i with ie; a with ay; o with ow; i with y; a with ai; e with ee; u with oo and ue.

D.

E.

III. Type of Center (circle one)

~~A.~~ Enrichment
[✓ B.] Skills
C. Interest

IV. Learning Center Activities

			BEHAVIORAL OBJECTIVES				
	NAME OF STATION	TYPE	A	B	C	D	E
E.B.	1.	TASK CARDS	✓				
	2.	TASK CARDS					
	3.	WORKSHEETS					
	4.	WORKSHEETS					
E.B.	5. Vowel Owl self check cards	MANIPULATIVE	✓				
	6.	MANIPULATIVE					
E.B.	7. Vowel Search (holey board)	GAMES	✓				
E.B.	8. Short Vowzer	GAMES		✓			
E.B.	9. Long Vowzer				✓		

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
7.		✓		
5.		✓		
8.				✓

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LEARNING CENTER PROJECT OUTLINE

NAME Seibel, Jack

TITLE Math Center

I. Curriculum Area Math

Level 6

II. Behavioral Objectives

A. The student will be able to create geometric patterns. ~~and apply his knowledge by~~

B. The student will obtain the skills in measuring the angles of the Tangrams that the student has created.

C. The student will be able to use math skills to create a math game. The student will develop new skills in this process.

D. The student will reinforce his math skills ~~by~~ in ÷, +, x, -. This will include the factional, irrational and whole numbers system.

E. Game assortment. The student will be able to reinforce his skills in the areas of ÷, x, -, + of the numbers system. The student will also obtain new math facts in the math area by using the 'Game Assortment kit.'

III. Type of Center (circle one)

A. Enrichment
B. [✓ Skills]
C. Interest

IV. Learning Center Activities

BEHAVIORAL OBJECTIVES

NAME OF STATION	TYPE	A	B	C	D	E
1. Tangrams	TASK CARDS		✓			
2.	TASK CARDS					
3.	WORKSHEETS					
4.	WORKSHEETS					
5. Make a game	MANIPULATIVE			✓		
6.	MANIPULATIVE					
7. Tangrams	GAMES	✓				
8. Make a game	GAMES				✓	
9. Game Assortment kit	Games					✓

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
1	✓			
5			✓	
7		✓		
8		✓		
9		✓		

Return

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LEARNING CENTER PROJECT OUTLINE

NAME Rosemary Morrison

TITLE Word Skill Center

I. Curriculum Area English

Level 8th Grade

II. Behavioral Objectives

A. student will be able to match vocabulary words with definition

B. student will build own sentences using the three sentence patterns

C.

D.

E.

III. Type of Center (circle one)

A. Enrichment
B. Skills ✓
C. Interest

IV. Learning Center Activities

		BEHAVIORAL OBJECTIVES				
NAME OF STATION	TYPE	A	B	C	D	E
1.	TASK CARDS					
2.	TASK CARDS					
3.	WORKSHEETS		✓			
4.	WORKSHEETS					
P.K. 5. Pocket Board	MANIPULATIVE		✓			
6.	MANIPULATIVE					
E.B. 7. Concentration Board	GAMES	✓				
8.	GAMES					
9.						

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
7		✓		
5	✓			
3				

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LEARNING CENTER PROJECT OUTLINE

NAME SHARON YAMAMOTO

TITLE Rational Number Center

I. Curriculum Area mathematics

Level jr. hi.

II. Behavioral Objectives

A. students will be able to add ~~integers~~ rational numbers

B. students will be able to ~~subtract integers~~ subtract rational numbers

C. students will be able multiply rational numbers

D. students will be able to divide rational numbers

E. Students will be able to reduce to lowest terms (fractions)

F. students will be able to make fraction equivalence

III. Type of Center (circle one)

[✓ A. Enrichment]

B. Skills

C. Interest

IV. Learning Center Activities

BEHAVIORAL OBJECTIVES

NAME OF STATION	TYPE	A	B	C	D	E	F
1.	TASK CARDS						
2.	TASK CARDS						
RK 3. roll your/own problem	WORKSHEETS	✓	✓	✓	✓		
4.	WORKSHEETS						
RK 5. fit the disc	MANIPULATIVE	✓	✓			✓	✓
6.	MANIPULATIVE						
RK 7. evil eye	GAMES	✓		✓			
RK 8. make it add up to 15/16 in all rows	GAMES	✓				✓	✓
9.							

CHECK AT LEAST ONE FOR EACH STATION LISTED.

V. Evaluation

CHECK ONE FOR EACH STATION

STATION NUMBER	TEACHER CORRECTED	SELF-CHECKING	TEACHER/PUPIL CONFERENCE	TEACHER OBSERVATION
3	✓			
5		✓		
7	✓			
8		✓		

APPENDIX B, PART V

CREATING A LEARNING ENVIRONMENT

A LEARNING CENTER HANDBOOK

CREATING A LEARNING ENVIRONMENT:

A Learning Center Handbook

Sacramento City Unified School District

Sacramento, California

1974

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department

Board of Education

Grant Bennett, President
Thomas Chinn, Vice President
D. Jackson Faustman
Mrs. Eva S. Garcia
Judy Kerri
Hugh F. Melvin
William G. Rutland

Administration

Edward B. Fort, Superintendent
Joseph H. Lynn, Deputy Superintendent
Robert N. Hansen, Assistant Superintendent
Personnel Services
Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments

PREFACE

Increasing emphasis is being placed upon the importance of individual and small group instruction in the education process. Many procedures have been advanced to assist teachers in their efforts to vary instructional practices to meet individual needs.

This handbook has been prepared to introduce teachers to the use of learning centers. The handbook is intended to guide teachers in the construction and trial of the sample centers. Teachers finding learning centers successful will, hopefully, be inspired to develop further centers on their own.

The objectives of this handbook are:

(1) To suggest a philosophy of education which provides a background and purpose in the use of learning centers
(2) To guide teachers in the organization of learning centers
(3) To suggest ways of implementing and managing learning centers
(4) To provide models of learning centers for levels K-6

Fred J. Stewart
Administrator
Staff Training Services/
Summer School Departments

THE PROJECT TEAM

The contents which make up this handbook to be used by teachers, has been developed to assist teachers in the organization, implementing, and managing of classroom learning centers.

Sue Nelson, demonstration teacher
Staff Training Services Department, Chairperson

Ethel Breyfogle, demonstration teacher
Staff Training Services Department

Carol Pitts, demonstration teacher
Staff Training Services Department

Pamela Santich, demonstration teacher
Staff Training Services Department

Ron Kremer, demonstration teacher
Staff Training Services Department, Artist

Marlo Heitzman, Clerk II
Staff Training Services Department, Typist

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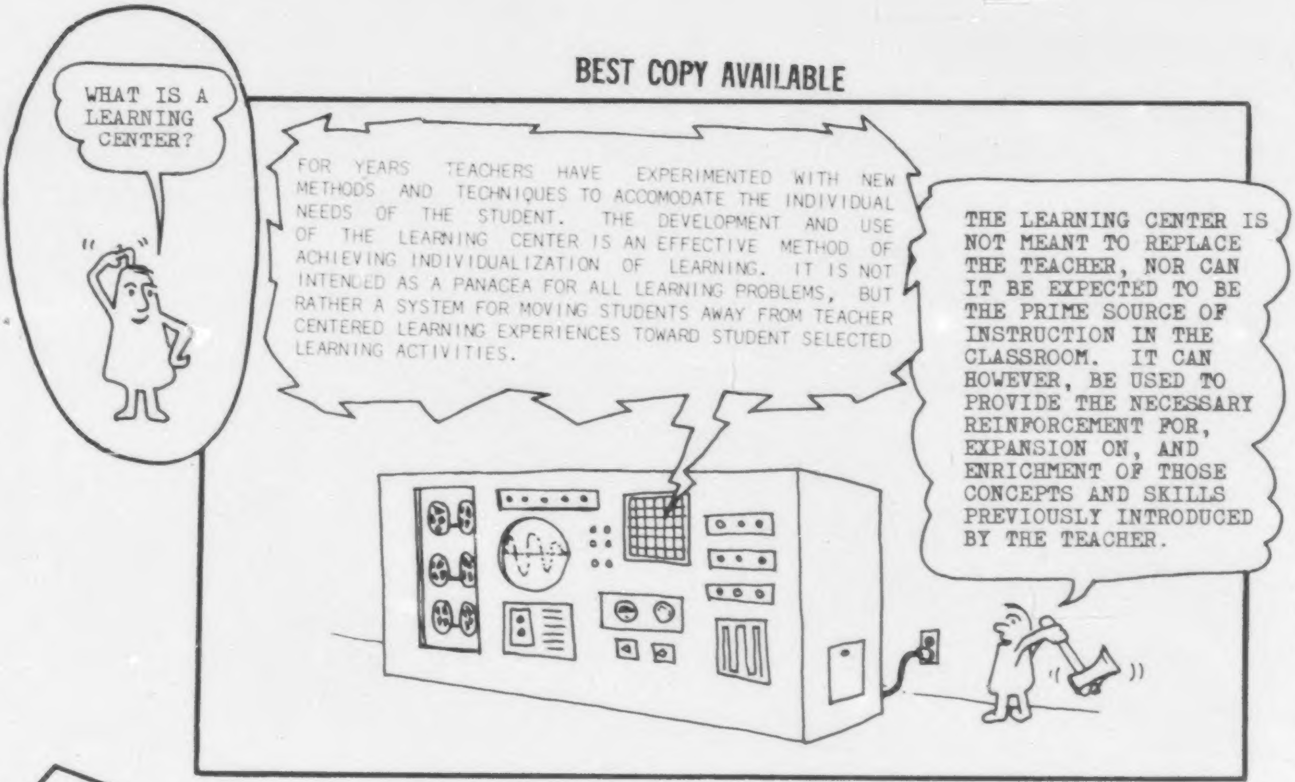
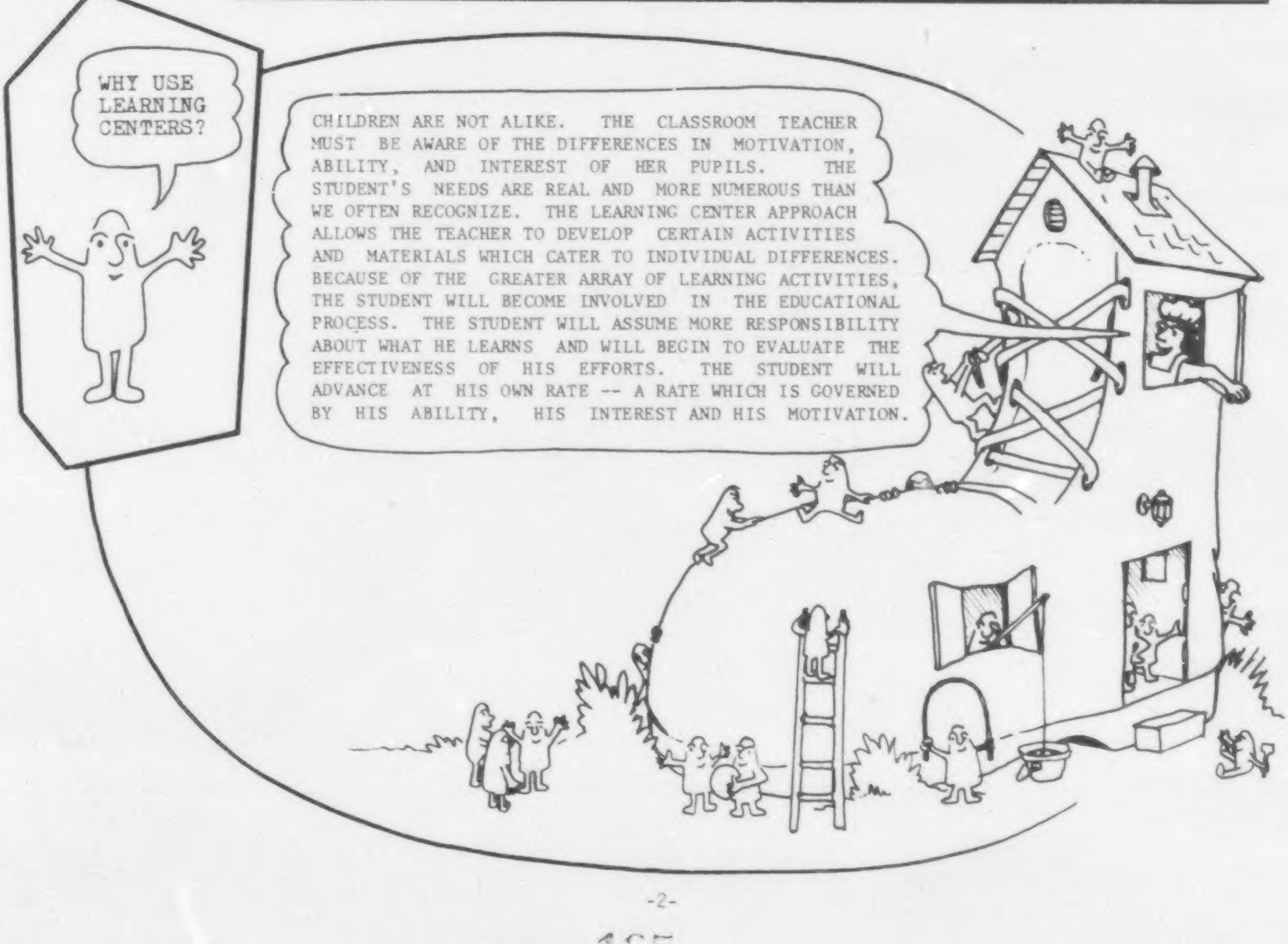
PHILOSOPHY FOR DEVELOPMENT OF LEARNING CENTERS

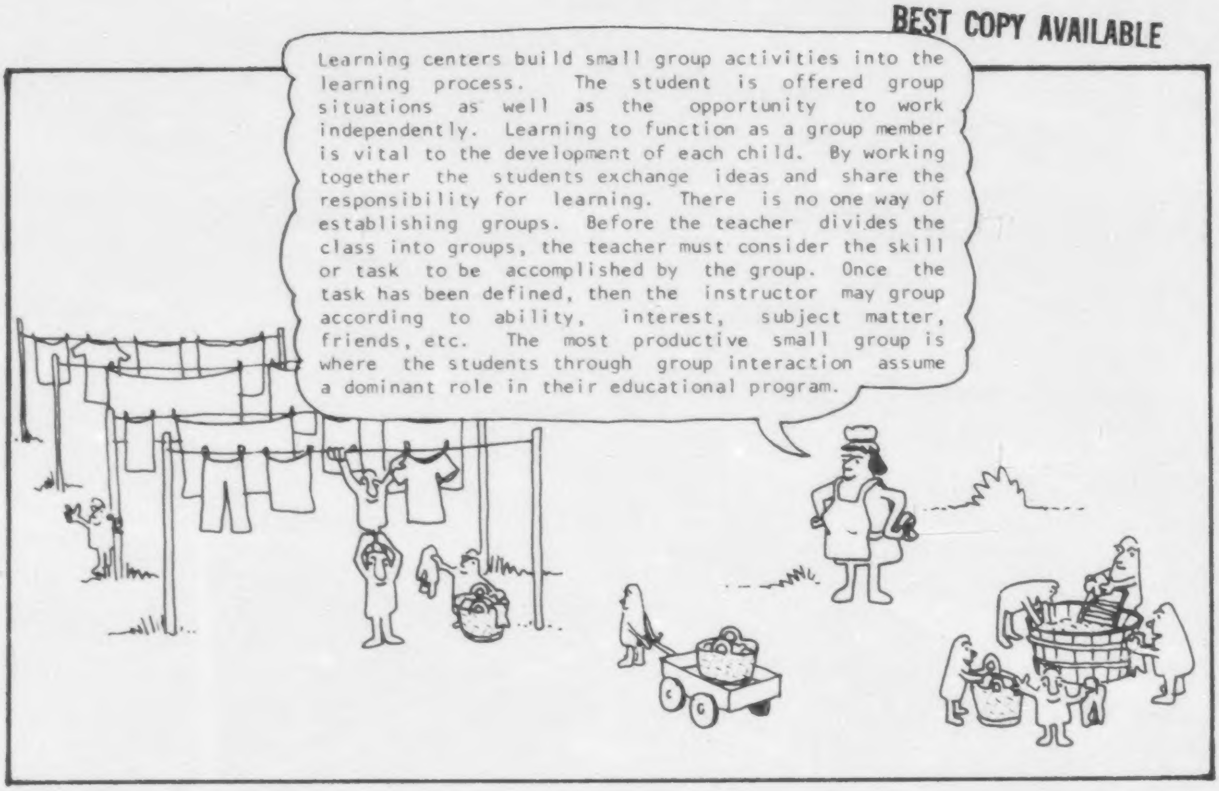

WHAT IS A LEARNING CENTER?

FOR YEARS TEACHERS HAVE EXPERIMENTED WITH NEW METHODS AND TECHNIQUES TO ACCOMODATE THE INDIVIDUAL NEEDS OF THE STUDENT. THE DEVELOPMENT AND USE OF THE LEARNING CENTER IS AN EFFECTIVE METHOD OF ACHIEVING INDIVIDUALIZATION OF LEARNING. IT IS NOT INTENDED AS A PANACEA FOR ALL LEARNING PROBLEMS, BUT RATHER A SYSTEM FOR MOVING STUDENTS AWAY FROM TEACHER CENTERED LEARNING EXPERIENCES TOWARD STUDENT SELECTED LEARNING ACTIVITIES.

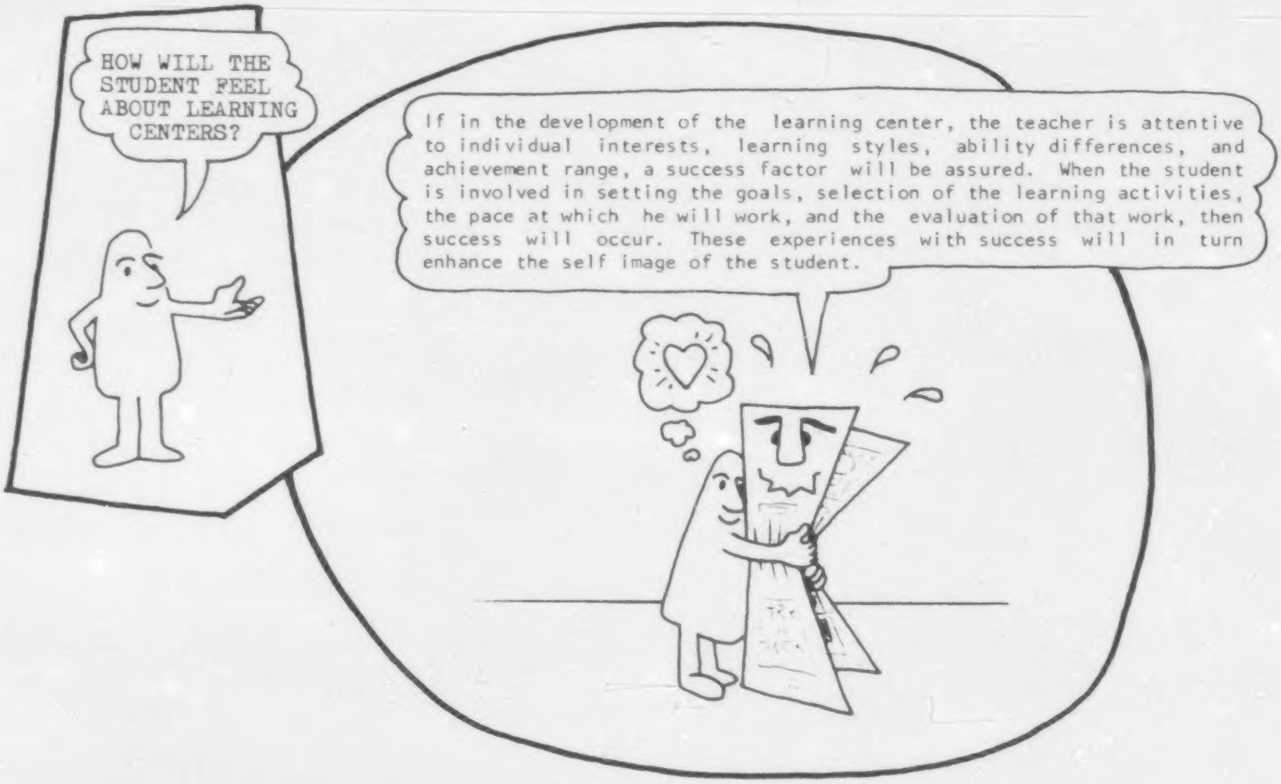
THE LEARNING CENTER IS NOT MEANT TO REPLACE THE TEACHER, NOR CAN IT BE EXPECTED TO BE THE PRIME SOURCE OF INSTRUCTION IN THE CLASSROOM. IT CAN HOWEVER, BE USED TO PROVIDE THE NECESSARY REINFORCEMENT FOR, EXPANSION ON, AND ENRICHMENT OF THOSE CONCEPTS AND SKILLS PREVIOUSLY INTRODUCED BY THE TEACHER.


WHY USE LEARNING CENTERS?

CHILDREN ARE NOT ALIKE. THE CLASSROOM TEACHER MUST BE AWARE OF THE DIFFERENCES IN MOTIVATION, ABILITY, AND INTEREST OF HER PUPILS. THE STUDENT'S NEEDS ARE REAL AND MORE NUMEROUS THAN WE OFTEN RECOGNIZE. THE LEARNING CENTER APPROACH ALLOWS THE TEACHER TO DEVELOP CERTAIN ACTIVITIES AND MATERIALS WHICH CATER TO INDIVIDUAL DIFFERENCES. BECAUSE OF THE GREATER ARRAY OF LEARNING ACTIVITIES, THE STUDENT WILL BECOME INVOLVED IN THE EDUCATIONAL PROCESS. THE STUDENT WILL ASSUME MORE RESPONSIBILITY ABOUT WHAT HE LEARNS AND WILL BEGIN TO EVALUATE THE EFFECTIVENESS OF HIS EFFORTS. THE STUDENT WILL ADVANCE AT HIS OWN RATE -- A RATE WHICH IS GOVERNED BY HIS ABILITY, HIS INTEREST AND HIS MOTIVATION.

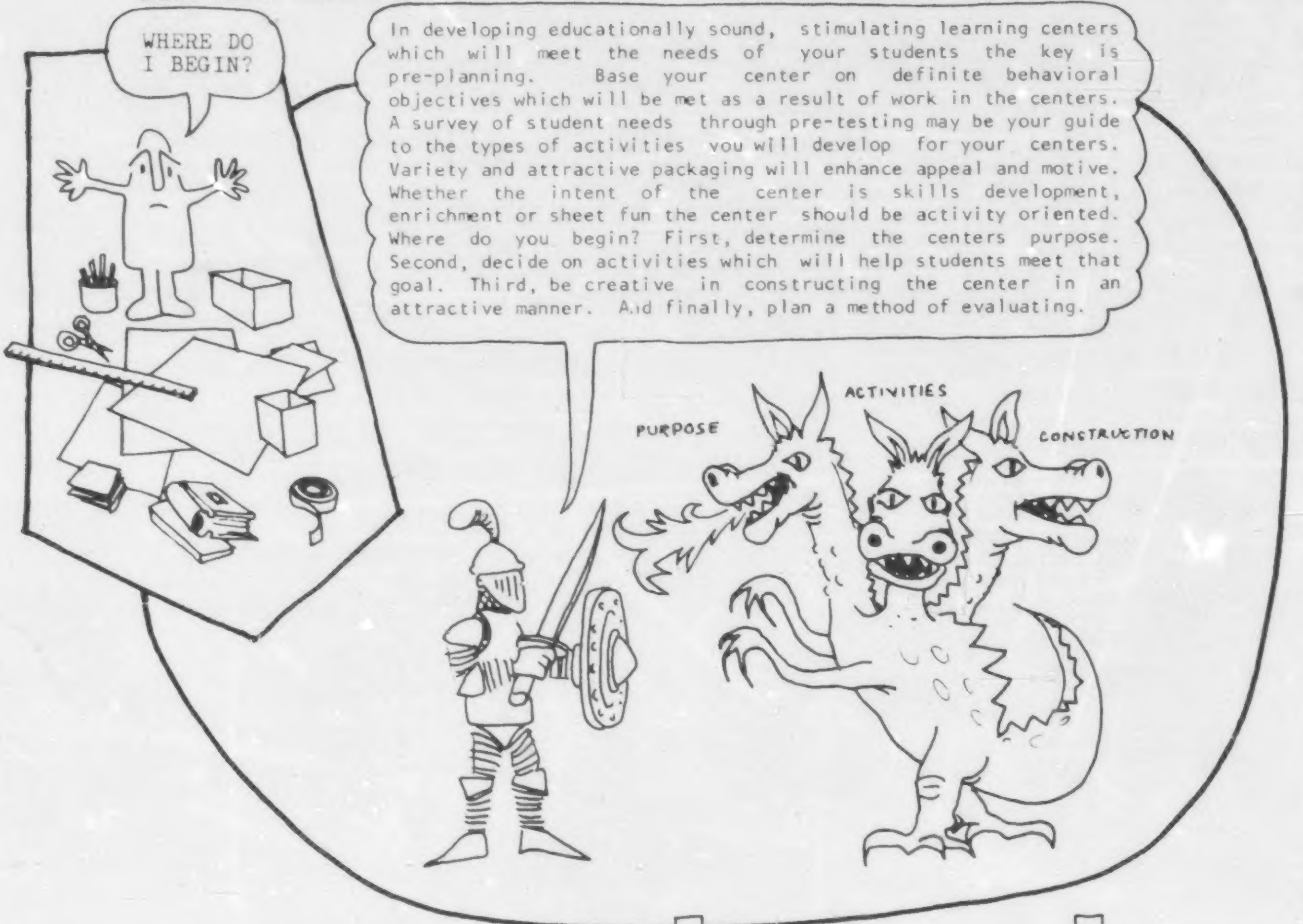


Learning centers build small group activities into the learning process. The student is offered group situations as well as the opportunity to work independently. Learning to function as a group member is vital to the development of each child. By working together the students exchange ideas and share the responsibility for learning. There is no one way of establishing groups. Before the teacher divides the class into groups, the teacher must consider the skill or task to be accomplished by the group. Once the task has been defined, then the instructor may group according to ability, interest, subject matter, friends, etc. The most productive small group is where the students through group interaction assume a dominant role in their educational program.

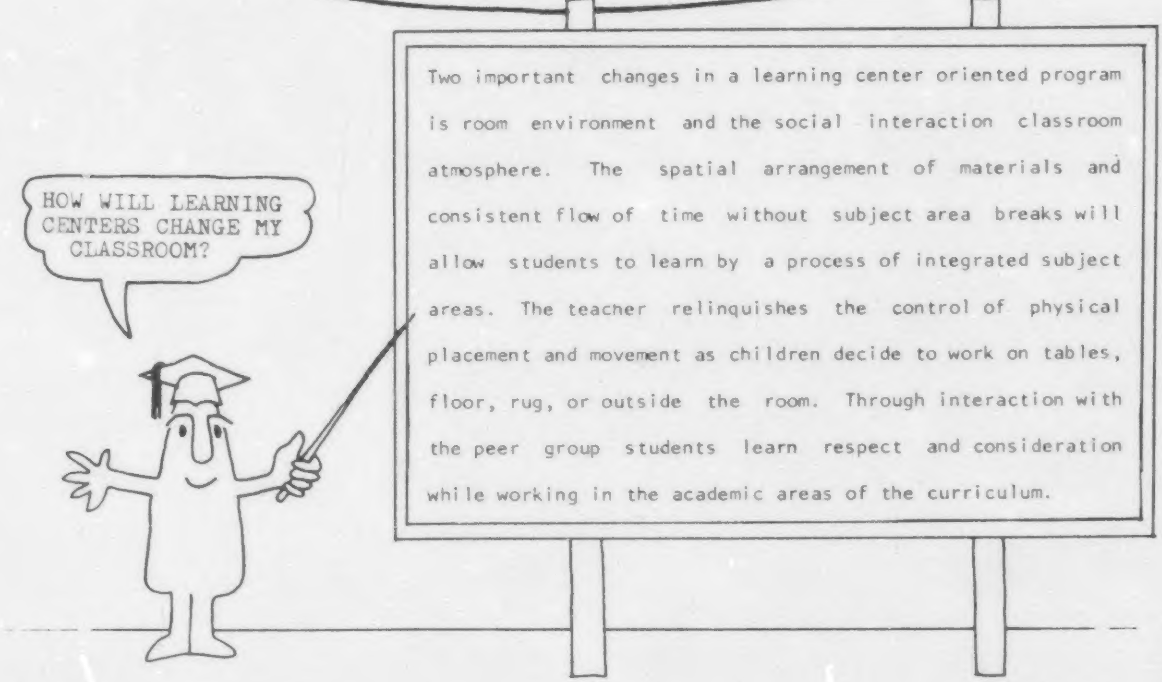


HOW WILL THE STUDENT FEEL ABOUT LEARNING CENTERS?

If in the development of the learning center, the teacher is attentive to individual interests, learning styles, ability differences, and achievement range, a success factor will be assured. When the student is involved in setting the goals, selection of the learning activities, the pace at which he will work, and the evaluation of that work, then success will occur. These experiences with success will in turn enhance the self image of the student.



In developing educationally sound, stimulating learning centers which will meet the needs of your students the key is pre-planning. Base your center on definite behavioral objectives which will be met as a result of work in the centers. A survey of student needs through pre-testing may be your guide to the types of activities you will develop for your centers. Variety and attractive packaging will enhance appeal and motive. Whether the intent of the center is skills development, enrichment or sheet fun the center should be activity oriented. Where do you begin? First, determine the centers purpose. Second, decide on activities which will help students meet that goal. Third, be creative in constructing the center in an attractive manner. And finally, plan a method of evaluating.


HOW WILL LEARNING CENTERS CHANGE MY CLASSROOM?

Two important changes in a learning center oriented program is room environment and the social interaction classroom atmosphere. The spatial arrangement of materials and consistent flow of time without subject area breaks will allow students to learn by a process of integrated subject areas. The teacher relinquishes the control of physical placement and movement as children decide to work on tables, floor, rug, or outside the room. Through interaction with the peer group students learn respect and consideration while working in the academic areas of the curriculum.

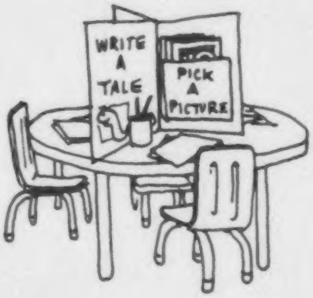
MANAGEMENT

Room Arrangement

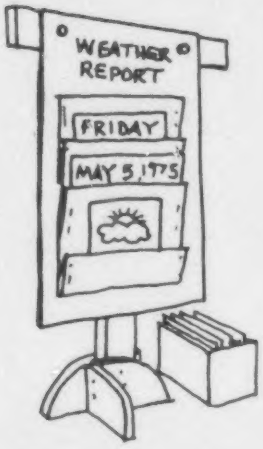
Use your imagination and meet the needs of your students.

The basic room arrangement technique is to make clusters around the room.

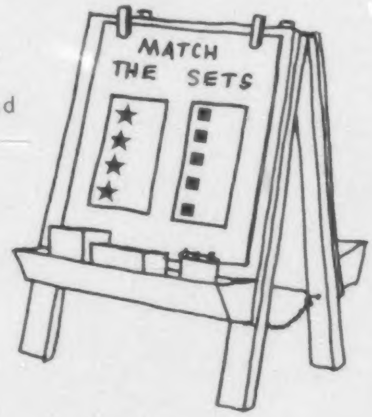
There are several styles of classroom desks. For learning centers the flat top individual desks or large 4-8 student tables with separate chairs are the most convenient.



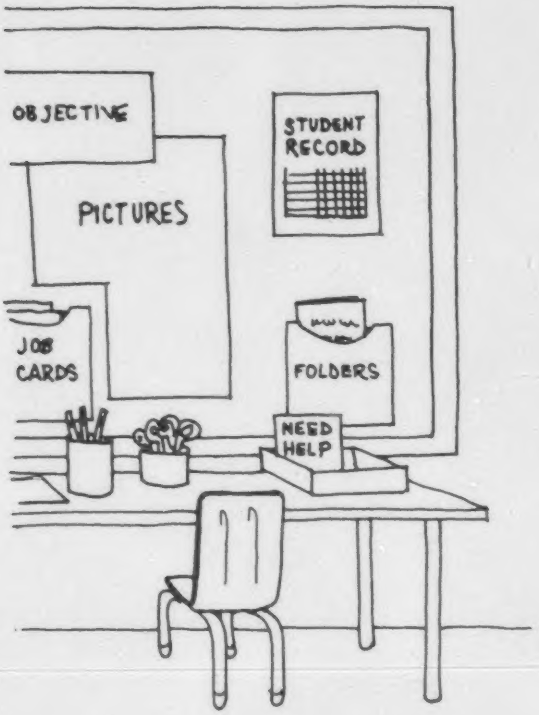
Slanting desk tops cannot support gameboards nor fit together to make larger tables. However, they may be used in study centers or for individual activities. Centers may be located on shelves or walls using the slanting desks for a writing surface. Games could be played on a rug or the floor.

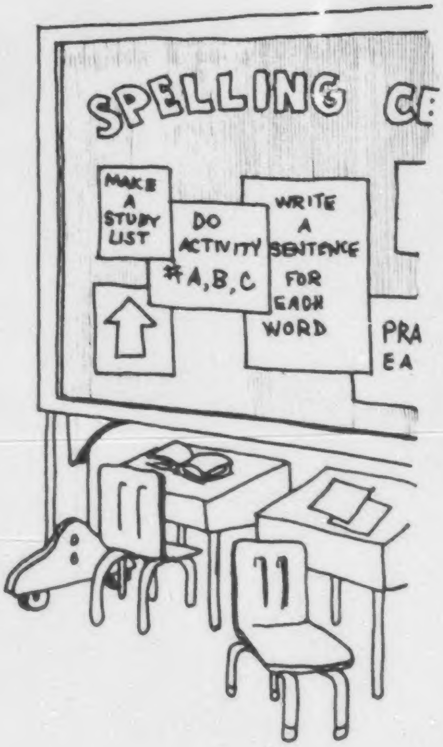


Other pieces of furniture to include, if available: bookcases, dividers, racks, portable chart racks, painting easels, overstuffed chairs, and a couch.



Use bulletin boards as part of a center.


OBJECTIVE
STUDENT RECORD
PICTURES
JOB CARDS
FOLDERS
NEED HELP

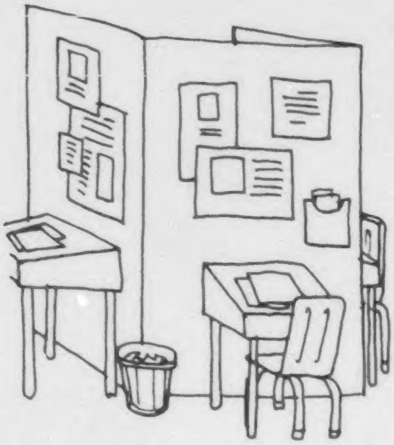

SPELLING CE
MAKE A STUDY LIST
DO ACTIVITY #A,B,C
WRITE A SENTENCE FOR EACH WORD
PRA
EA

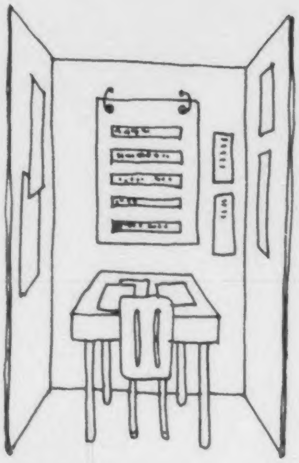
An old overstuffed chair, rocking chair, and/or sofa add the comfort of home to a reading or library corner.

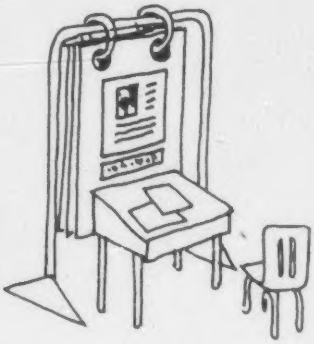
Bright contact paper and paint may be used to renew old pieces of furniture.

Art centers and terrariums may be placed by the sink.

Include single-student areas for individuals to work privately.







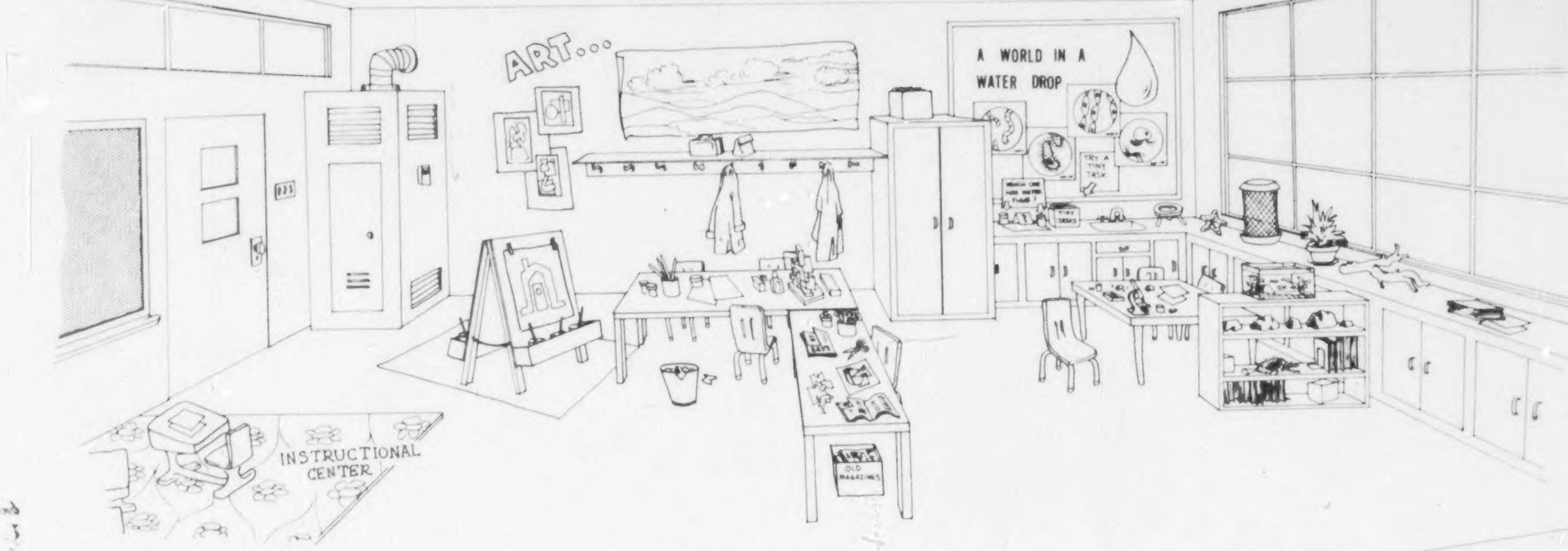
Have a basic materials supply center for paper, paste, scissors, and rulers that is easily accessible. Place needed materials at each individual center.

Be aware of traffic patterns to doors, restrooms, and drinking fountains.

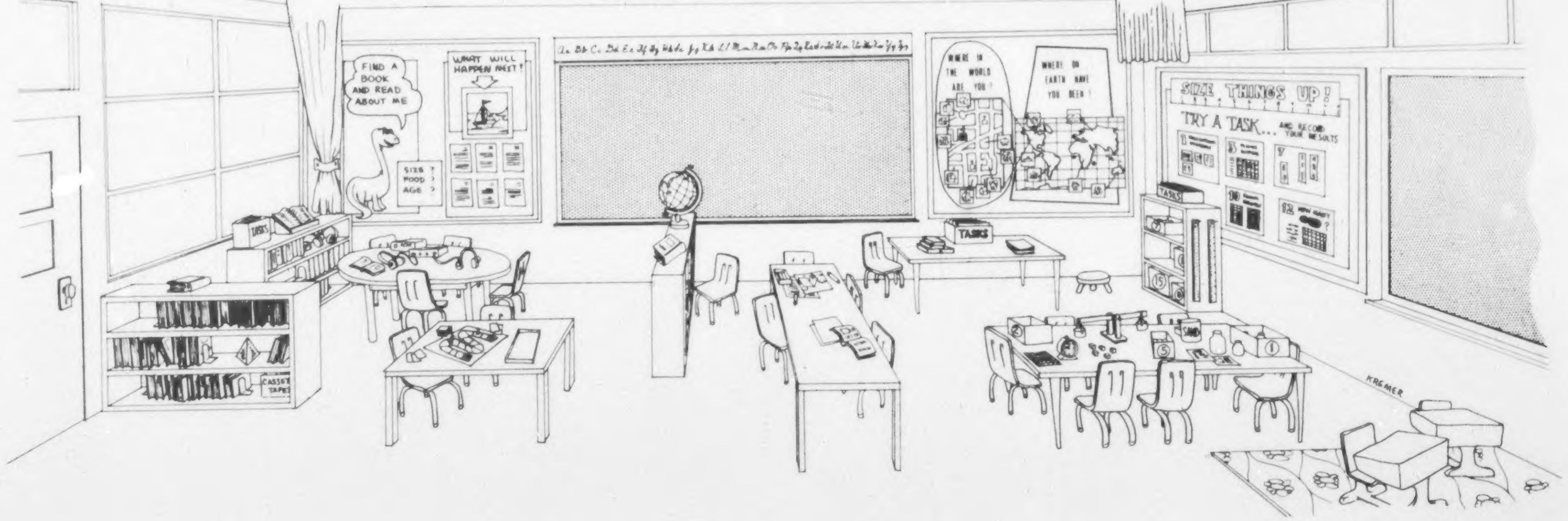
Children should be able to move freely from desk to floor without bothering others.

Make arrangements with the principal and the custodian about the changes you are planning.

NORTH VIEW


ART...
A WORLD IN A WATER DROP
TRY A TINY TASK
TINY TASKS
INSTRUCTIONAL CENTER
OLD MAGAZINES

SOUTH VIEW


FIND A BOOK AND READ ABOUT ME
WHAT WILL HAPPEN NEXT?
SIZE ? FOOD ? AGE ?
WHERE IN THE WORLD ARE YOU ?
WHERE ON EARTH HAVE YOU BEEN ?
SIZE THINGS UP!
TRY A TASK... AND RECORD YOUR RESULTS
TASKS
TASKS
TASKS
CASSETTE TAPES
KREMER

Scheduling

The amount of time to be scheduled for learning centers depends upon which subject areas are contained in the centers. There is no right or wrong schedule as long as the teacher is comfortable and it meets the needs of the students.

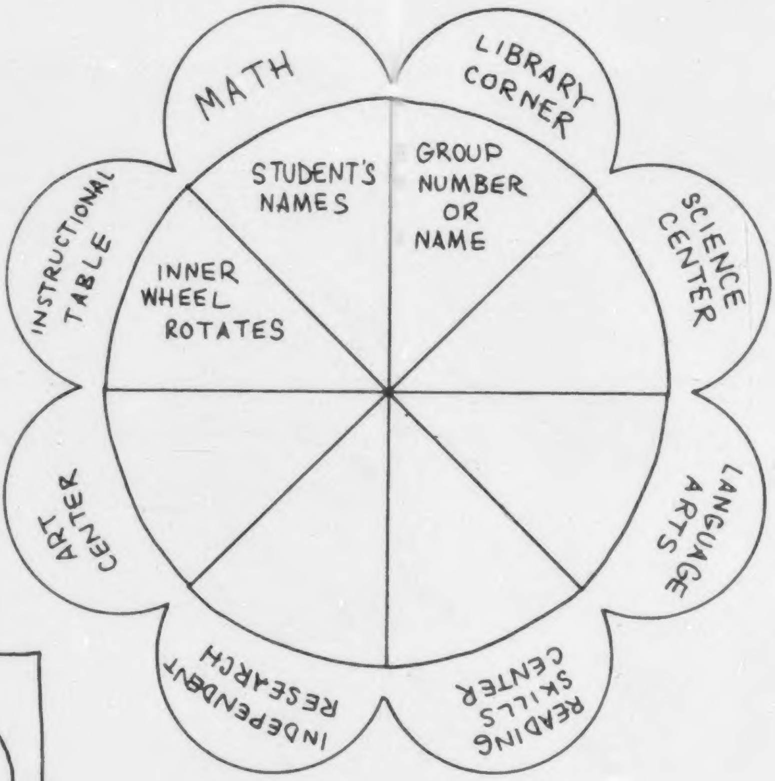
Schedules provide students with an outline for using their time beneficially. The students develop a sense of security by knowing what they will be doing daily. There are two basic systems for scheduling students to centers, rotational and contract.

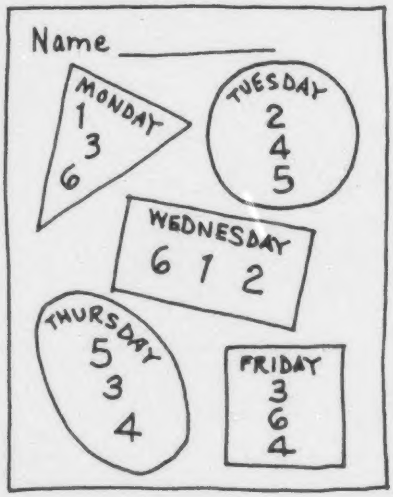
Rotational

1. Centers are set-up around the room.

2. Students go to all centers at specific times.

3. This is usually an introductory format allowing teacher and students an opportunity to become familiar with the center approach.


MATH
LIBRARY CORNER
SCIENCE CENTER
LANGUAGE ARTS
READING SKILLS CENTER
INDEPENDENT RESEARCH
ART CENTER
INSTRUCTIONAL TABLE
STUDENT'S NAMES
GROUP NUMBER OR NAME
INNER WHEEL ROTATES


Name ________
MONDAY
1
3
6
TUESDAY
2
4
5
WEDNESDAY
6 1 2
THURSDAY
5
3
4
FRIDAY
3
6
4

"INDIVIDUAL STUDENT ASSIGNMENT"

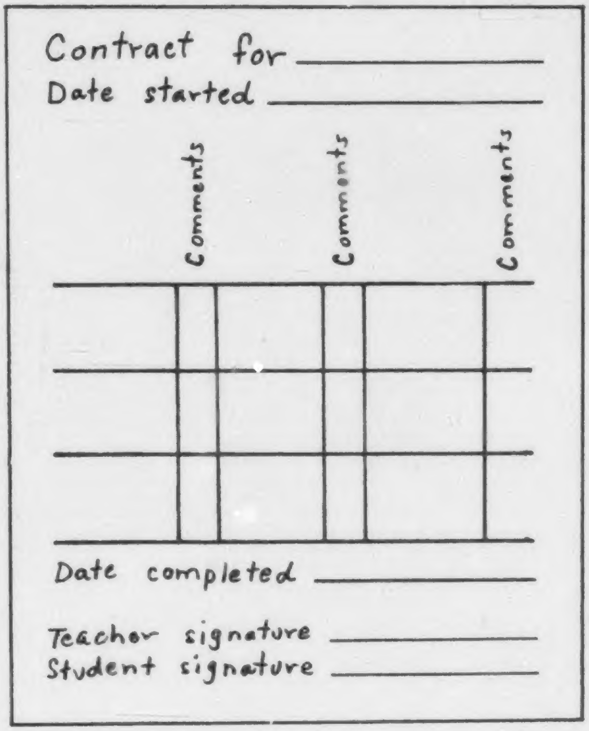
Contracting

1. A contract is a written agreement between teacher and student.

2. Preparation for contracting may be developed through class discussion of workers and responsibilities.

3. Verbal contracts are the first step. Written and signed contracts by teacher and pupil can lead to independent research and study.

4. Pupil-teacher conferences are basic to this procedure. Students need to evaluate their work and use of time. Often students put too much on their contract and are unable to complete it by the given date. The teacher then helps the student determine a reasonable load of work.



Contract for ______________

Date started ______________

	Comments		Comments		Comments

Date completed ______________

Teacher signature ______________

Student signature ______________

Record Keeping

In order to evaluate each student's progress the teacher must keep adequate records for each student.

This is a continuous process involving the student and the teacher. Records show the amount of work a student accomplishes. An evaluation tells the quality of the work.

The following suggestions of types of records will vary depending on the curriculum area or areas covered by the centers.

1. Student file of completed work.
    - a. Set priorities for work to be filed. There is no need to file self-corrected work.
    - b. Establish a take-home work system for daily, weekly and monthly papers.
    - c. Attach to each file a teacher-comment sheet.
    - d. Write comments in file every week, so that work can be returned. Also this will help prepare the teacher for student-teacher conferences.
2. Reading and math skill records.
    - a. Use district forms or diagnostic materials available that state objectives.
    - b. List objectives on student record sheet.

Example of a reading record:

Name ____________________

Age ____________________

DATE	PAGES COVERED	BASIC VOCABULARY	WORD ATTACK	STRUCTURAL ELEMENTS	BLENDING	WORD MEANING	COMPREHENSION	STUDY SKILLS	COMMENTS

3. Each center should have a sheet that lists all task numbers.

   Some children are able to check off the tasks as they complete them. Younger children may color a square or have an adult check the task.

4. On the following page there is an example of a record-evaluation sheet for a set of tasks.

SAMPLE EVALUATION OF STUDENT WORK AT CENTER

MARKING SYSTEM: + knows concept, assign to more difficult task

✓ meeting objective, continue through task

- needs assistance

TITLE OF ACTIVITY (CROSSWORD PUZZLES)

OBJECTIVE: (The student will be able to use the Dolch words in sentences for correct meaning.)

DATE	NAME	1	2	3	4*	5	6	7	8	9	10

*Tasks that are teacher corrected.

Suggestion: Use graph paper to make evaluation sheets.

Evaluation

Evaluation means more than checking student's work. Teachers must look at the total learning experience, the rate, the method, the product, the center, and the behavior of the child.

1. There are several general behavioral goals which should evolve from a learning center experience and influence evaluation:

   Children will know how to work cooperatively in groups.

   Children will develop independent work habits.

   Children will plan their time more effectively.

   Children will discover creative ways of working.

   Children will know how to explore areas of interest.

   Children will recognize the sequential steps in a lesson.

   Children will understand evaluating techniques.

   Children will know how to use evaluating methods.

2. Evaluation is included on all record sheets in the forms of comments.

3. Students may share projects or tell about discoveries and/or experiences.

4. During pupil-teacher conferences students offer and receive suggestions for improvement.

5. Spot checking during activity periods is an important evaluation tool. Teachers should write comment on student folders immediately.

6. Self-correcting materials give students immediate feedback for self-evaluation.

7. On the following page is a suggested evaluation form.

MONTHLY EVALUATION OF STUDENT BEHAVIOR AT CENTERS

PUPIL ______________________________ AGE ____________

DATE ____________

RATING SCALE

1	2	3	4	5
Low				High

A. How well does the student . . .

1. Follow oral directions? 1 2 3 4 5
2. Follow written directions? 1 2 3 4 5
3. Complete center tasks? 1 2 3 4 5
4. Select appropriate tasks? 1 2 3 4 5
5. Interact with other pupils in a sharing or helping situation? 1 2 3 4 5
6. Work in a manner which does not interrupt or distract others? 1 2 3 4 5
7. Use his time? 1 2 3 4 5
8. Move from center to center? 1 2 3 4 5
9. Complete contracted plans made in teacher-pupil conferences? 1 2 3 4 5

B. Number of contracts completed this month. ____________

C. What suggestions should be included in the next teacher-pupil conference?

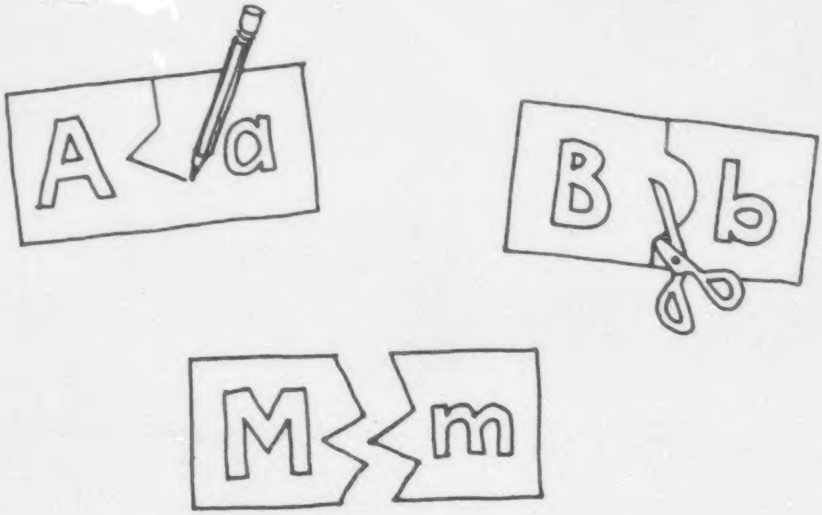
KINDERGARTEN ACTIVITIES

The format for kindergarten centers is presented as three separate activities for each objective. Typical kindergarten schedules have many activities such as playhouse, painting easels, blocks, etc. Therefore these activities may be used in conjunction with a regular program.

Subject Area: Language Arts

Behavioral Objective: The child will be able to recognize letters of the alphabet, both capital and small letter forms.

ACTIVITY #1: ALPHABET PUZZLES

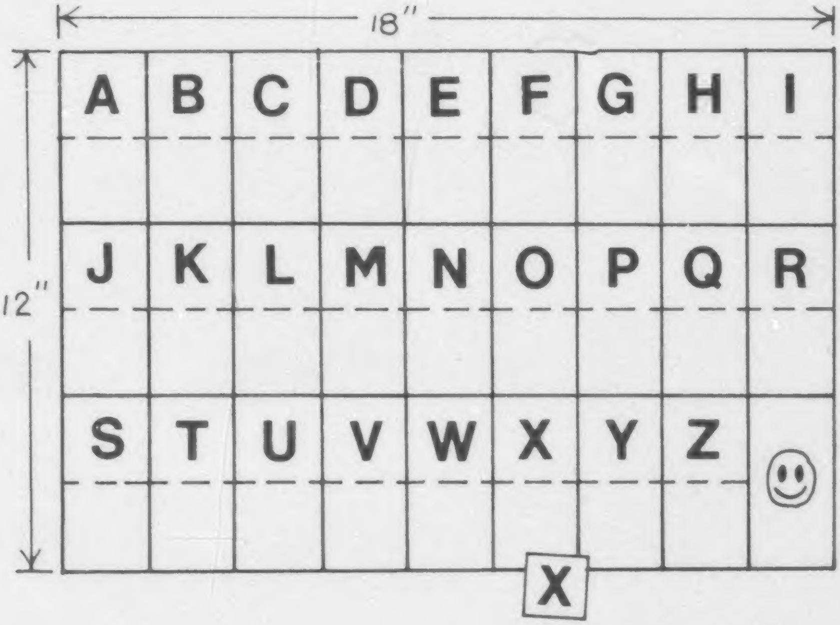


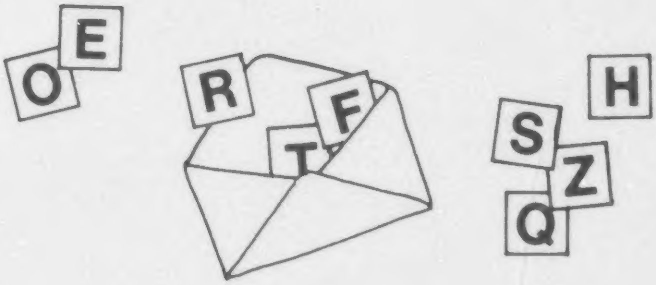
Construction: On each of 26 3" x 5" cards print a capital letter and its corresponding small letter. Draw a zig-zag line between the two letters. Contact the cards for durability. Cut through each card along the zig-zag line. Place the alphabet puzzle parts in a large envelope or a box.

Procedure: The child matches capital letter to small letter by fitting the puzzle parts together.

Evaluation: This is a self-checking activity because only correct matches will "fit".

ACTIVITY #2: ALPHABET MATCHING BOARDS





Construction: Up to six children will be able to work in this center using all six of the playing boards. Cut three red boards and three blue boards. Line the boards into 2" squares. Letter the blue boards with capital letters and the red boards with small letters.

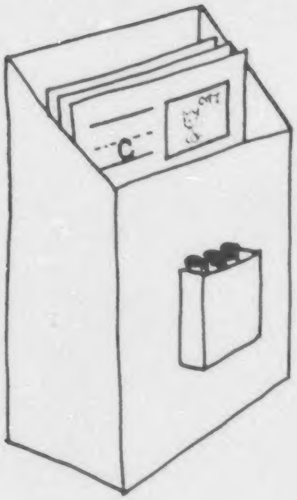
Cut 78 red and 78 blue 2" squares. Letter the red squares to make three small letter alphabet sets. The blue squares are lettered to make three capital letter alphabet sets. Laminate or contact the boards and the squares for durability. Package the alphabet sets in color-coded envelopes (i.e., red squares are in envelopes marked with red felt pen or a red dot).

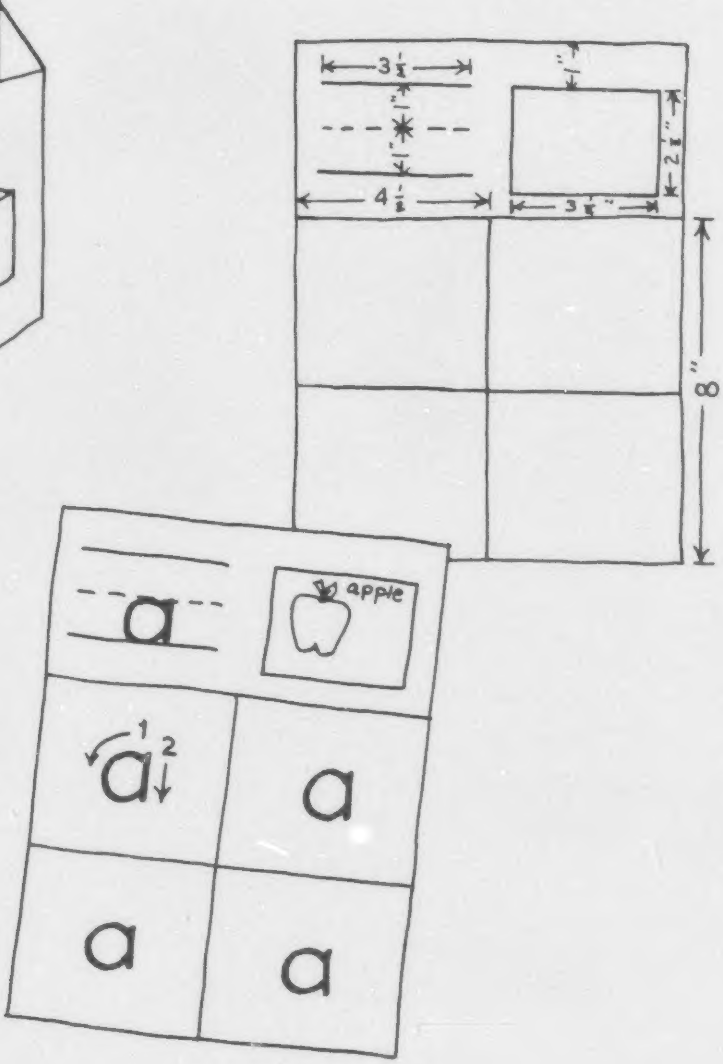
Procedure: The child draws one letter square from the envelope, says its name, and places it under its matching letter on the board. He continues until he has matched each letter on the board.

The child may match capital letters to capital letters by using a blue board and blue squares. Small letters are matched to small letters by using a red board and red squares. The child may match small letters to capital letters by using a blue board and red letter squares.

Evaluation: Teacher observation.

ACTIVITY #3: ALPHABET TRACING BOARDS




3 1/2
1"
1"
1"
4 1/2
2 1/2"
3 1/2"
8"
a
apple
1
2
a
a
a
a

Construction: Fifty-two tracing boards (9" x 12") are used in the center. There are two boards for each letter; one board showing small letter form and the other showing capital letter form. The boards are ruled as shown.

The boards are color coded in ten groups to be used in the following order:

	small letters
Group One	circular strokes and straight strokes (o, a, d, g, q, b, p, c, e)
Group Two	straight strokes and curved strokes (l, t, i, f, j, n, m, r, h, u, s)
Group Three	straight strokes and slanting strokes (v, w, y, x, z, k)
	CAPITAL LETTERS
Group Four	straight strokes (E, F, H, I, L, T)
Group Five	slanting strokes (V, W, X)
Group Six	straight and slanting strokes (A, M, N, Y, Z, K)
Group Seven	curving strokes (C, O, S, U, J)
Group Eight	straight and curving strokes (B, D, G, P)
Group Nine	curving and slanting strokes (Q)
Group Ten	straight, curving and slanting strokes (R)

All the tracing boards are contacted and placed in a box. The box should also contain wax markers for tracing and a piece of in-door/out-door carpeting for erasing.

Procedure: The child traces each letter on the board with a wax marking pencil. The child should erase his board before he returns it to the box. The child may continue in order with the next board. The teacher should limit the tracing time so that the child will not become fatigued.

Evaluation: Teacher observation.

Subject Area: Language Arts

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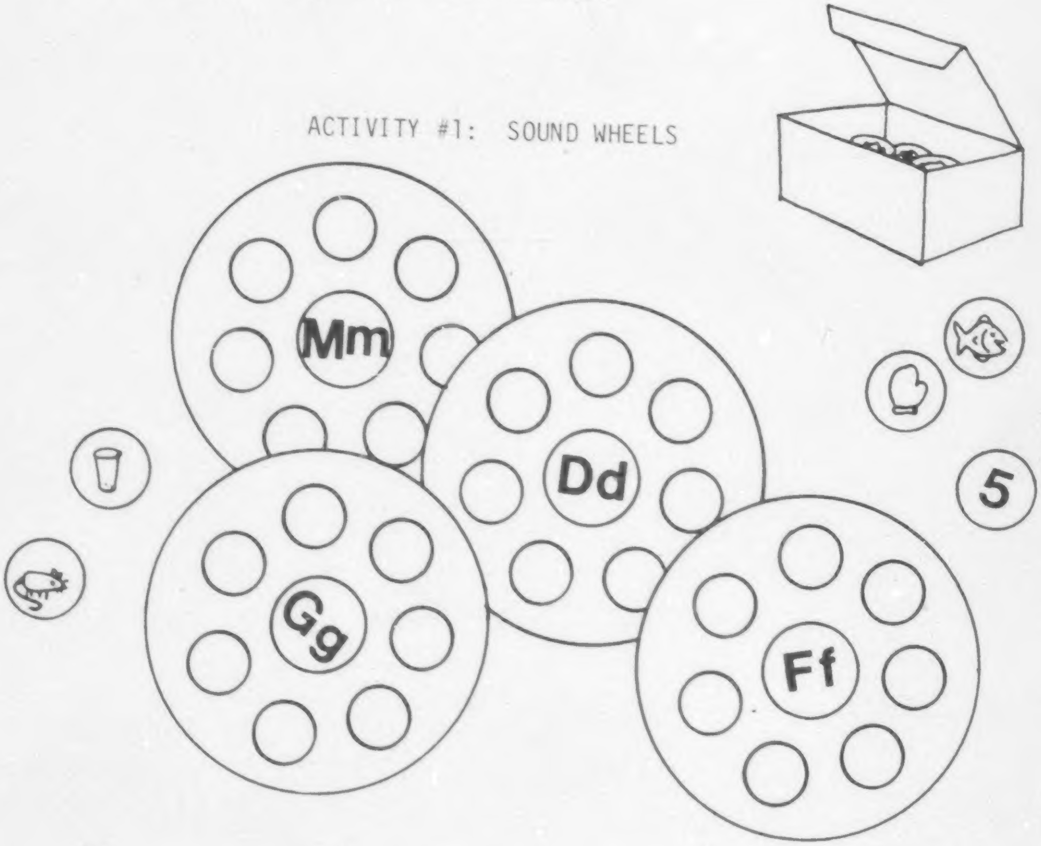
Behavioral Objective: The child will be able to recognize the initial sounds of the consonants and four blends.

ACTIVITY #1: SOUND WHEELS



Construction: Cut five sets of four 12" diameter circles of colored tag for sound wheels. Draw seven 3" circle outlines on each wheel. Upper and lower case letters are written on a center 4" circle. Cut five sets of 28 3" diameter circles of tag matching the sound wheels. Pictures of objects with the initial sounds are pasted on 3" circles.

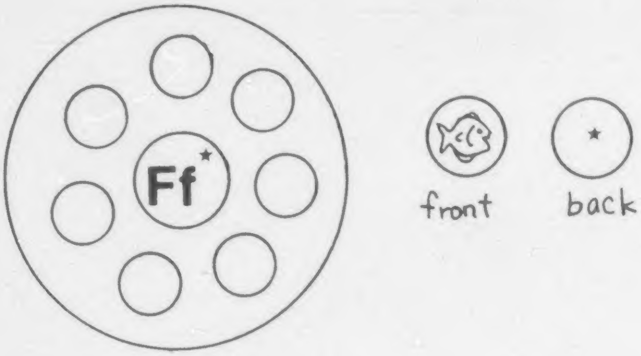
The sound wheels and sorting circles may be laminated or covered with contact.

Sets for sound wheels:

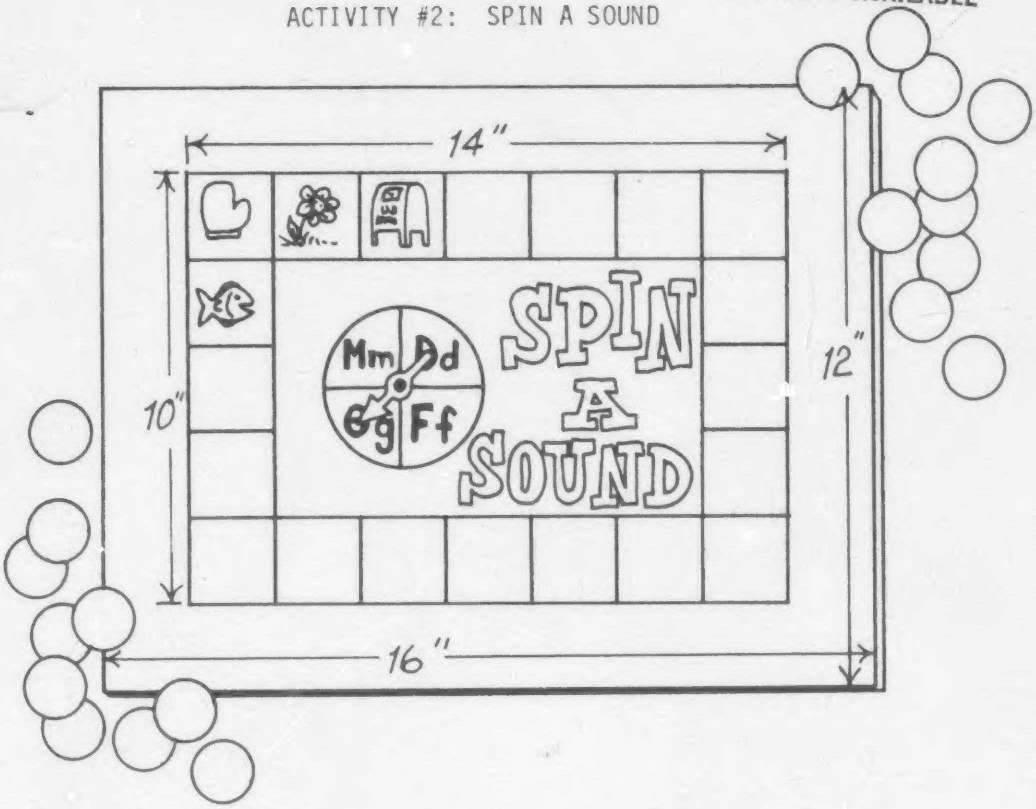
- I. F, D, M, G
- II. B, S, T, W
- III. N, P, K/C, J
- IV. H, L, R, V
- V. Sh, Th, Wh, Ch

Procedure: One or two children are given a set of wheels and matching pictures. The children match the picture to the correct wheel.

Evaluation: Activity may be self-correcting by coding the backs of the 3" circles, or corrected by teacher.



ACTIVITY #2: SPIN A SOUND

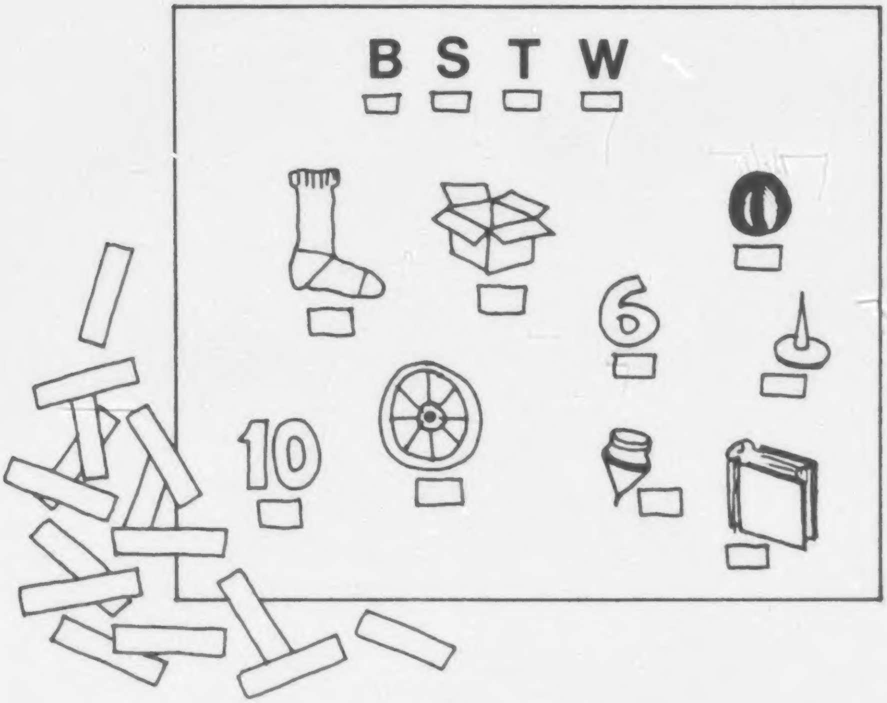


Construction: Game board measurements given in diagram. Each square is 2" x 2" for pictures with initial consonant sound. Spinner is a 5" diameter circle divided into 4 parts for letters. Tag game board is then glued on chipboard, covered with clear contact and spinner is attached. Each player will need a colored set of ten chips. A game board can be made for each set given in Activity #1.

Procedure: Each player takes 10 chips of one color. The first player spins a letter and covers a picture with the initial sound of the letter. When all the pictures of a sound are covered the child loses a turn. At the end of the game, the child who has the most pictures covered wins.

Evaluation: Teacher observation or participation.

ACTIVITY #3: MAGNETIC SOUND BOARD



Construction: Large sheet of white tag (approximately 22" x 28"). Set of four initial consonant sounds are printed across the top of chart. Paste 6-8 pictures for each sound in a random manner. Under each picture paste a 1/2" x 1" piece of magnetic paper. Cover chart with clear contact. Cut fifteen pieces 1/2" x 2" of heavy tag. On each strip place a small piece of magnetic tape. A magnetic chart can be made for each set given in Activity #1.

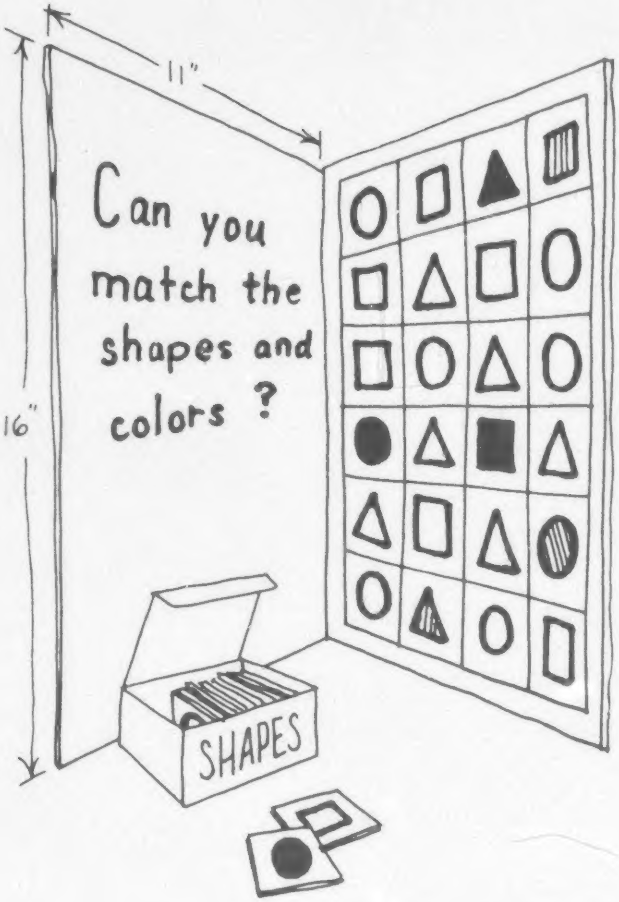
Procedure: Teacher or child places a tag strip underlining one letter as the initial sound. The child then places a strip under each picture that begins with that initial sound.

Evaluation: Teacher observation.

Subject Area: Mathematics

Behavioral Objective: Given a pattern of geometric shapes, the student is able to reproduce or match the pattern.

ACTIVITY #1: MAGNETIC MATCHING BOARD


11"
16"
Can you match the shapes and colors ?
SHAPES

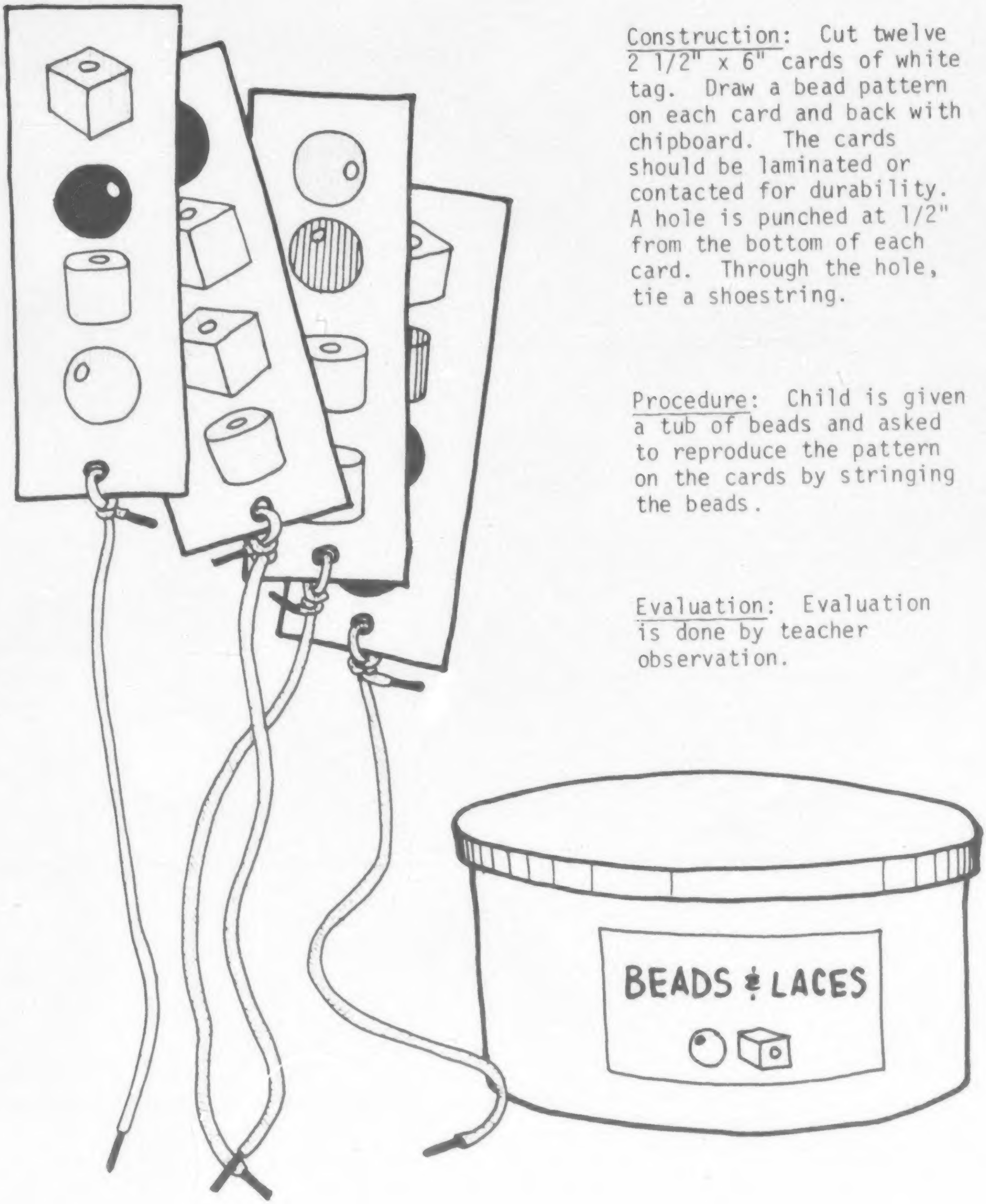
Construction: Board is constructed of chipboard covered on left side by colored tag and clear contact paper. The right side is magnetic paper divided into 24 squares with a colored geometric shape in each square. This side is also covered with clear contact for protection.

The matching cards are chipboard and tag. These are laminated or covered with contact. These must be backed with a small piece of magnetic tape.

Procedure: Child is given a box of 24 colored shapes, the child is able to match them to those on the magnetic board.

Evaluation: Teacher observation.

ACTIVITY #2: BEAD PATTERN CARDS

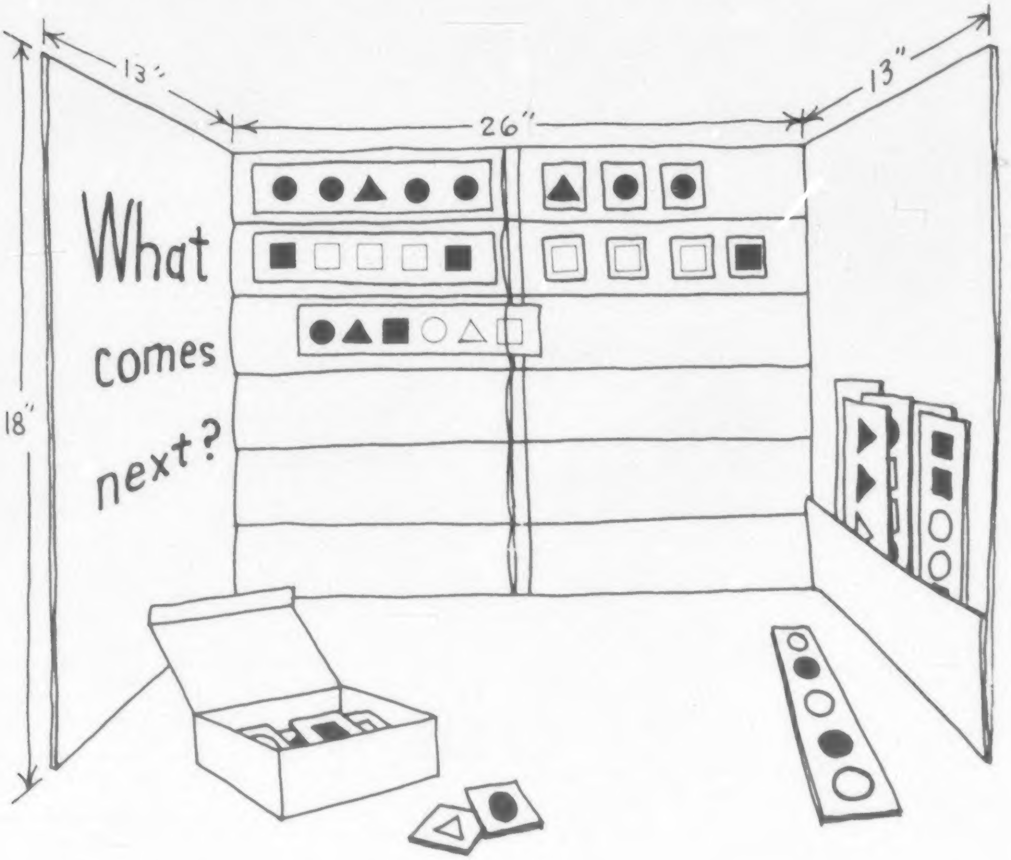


Construction: Cut twelve 2 1/2" x 6" cards of white tag. Draw a bead pattern on each card and back with chipboard. The cards should be laminated or contacted for durability. A hole is punched at 1/2" from the bottom of each card. Through the hole, tie a shoestring.

Procedure: Child is given a tub of beads and asked to reproduce the pattern on the cards by stringing the beads.

Evaluation: Evaluation is done by teacher observation.

ACTIVITY #3: MATCH THE PATTERN



Construction: Three pieces of heavy cardboard or chipboard 13" x 18", 18" x 26", and 13" x 18" are hinged together. The middle section is divided into two parts. The left side contains six acetate pockets open at the inside edge. The right side of the center is magnetic paper, ruled with black pen, and covered with contact paper for protection.

The outside wings are covered with colored tag and clear contact paper. The right wing has a 13" x 6" pocket to accommodate the pattern cards.

The set should contain at least 24 pattern cards 12 1/2" x 2 1/4". These can be various combinations of shape and color.

The pieces with which the child continues the series are 2" squares on which the various colored shapes are drawn. Each one is backed with a small piece of magnetic tape in order to adhere to the magnetic side of the board.

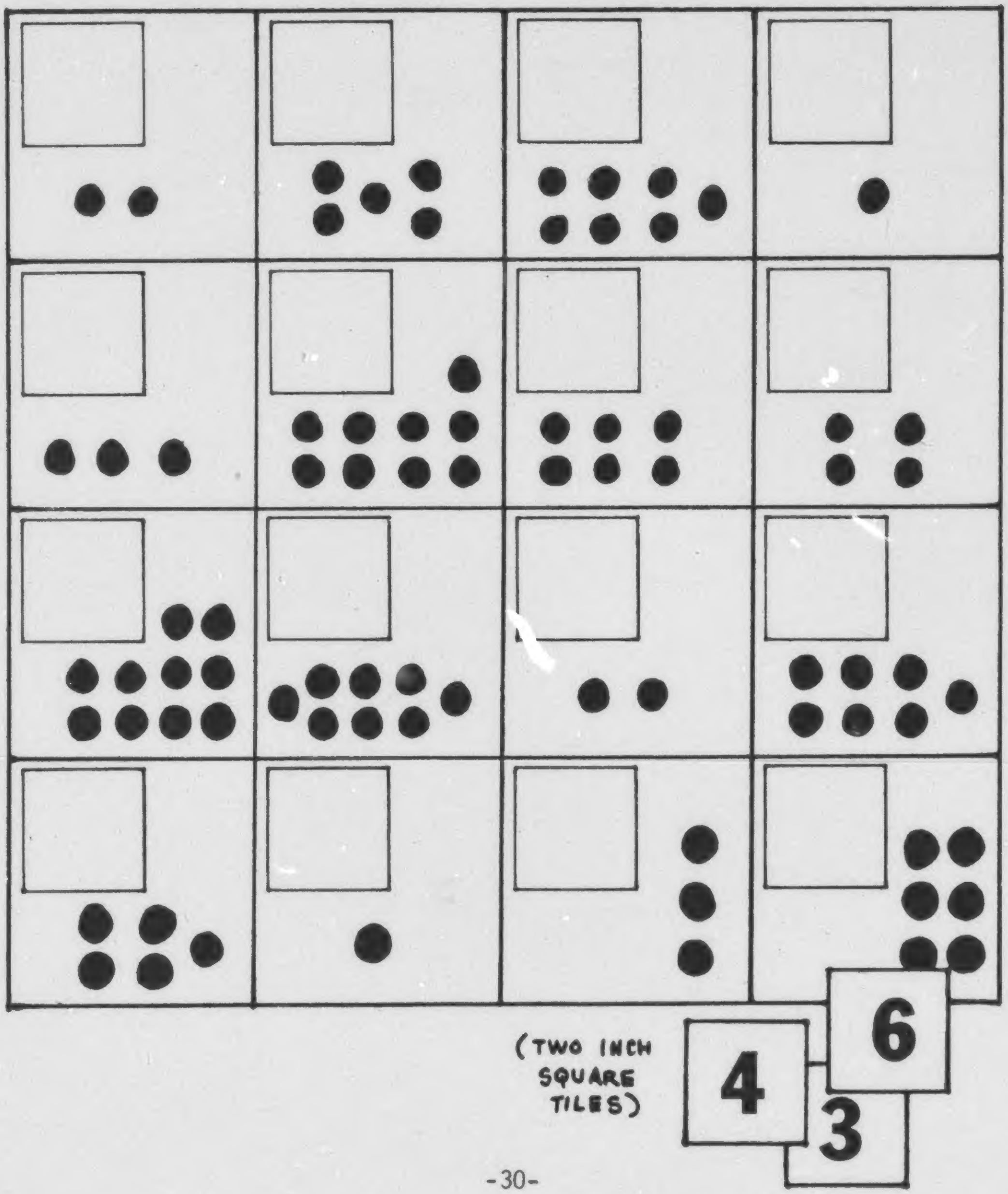
Procedure: The child is presented with from one to six pattern cards on the board. He is asked what would come next. He is encouraged to continue the pattern with the colored shapes.

Evaluation: Teacher observation.

Subject Area: Mathematics

Behavioral Objective: The child will be able to recognize and name numbers from zero to ten.

ACTIVITY #1: NUMBER MATCH

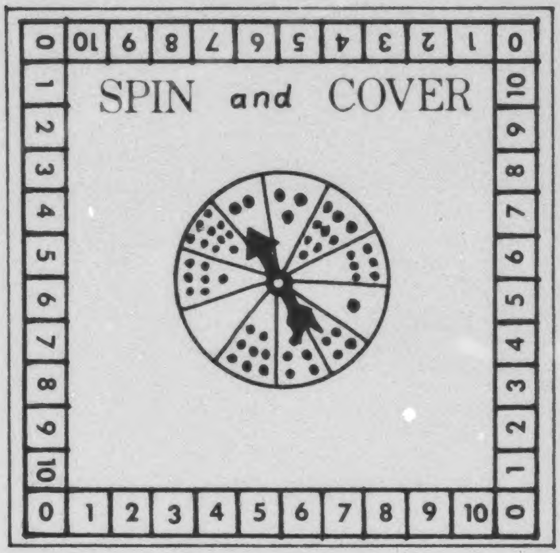

(TWO INCH SQUARE TILES)
4
6
3

Construction: Cut a piece of chipboard 17" x 17". Cover the chipboard with a piece of tagboard. Divide the tagboard into sixteen four inch squares. In the top left hand corner of each square make a two inch square. In the remaining portion of each square place a set of dots which represents an integer from one to ten. Six integers must be repeated to occupy all sixteen squares. Cut sixteen two inch squares of tagboard. On each two inch square place the numeral which corresponds with each set of dots on the master board. Cover the master board and the squares with clear contact.

Procedure: The child will match the numerals with the corresponding set of dots.

Evaluation: Teacher observation.

ACTIVITY #2: SPIN AND COVER

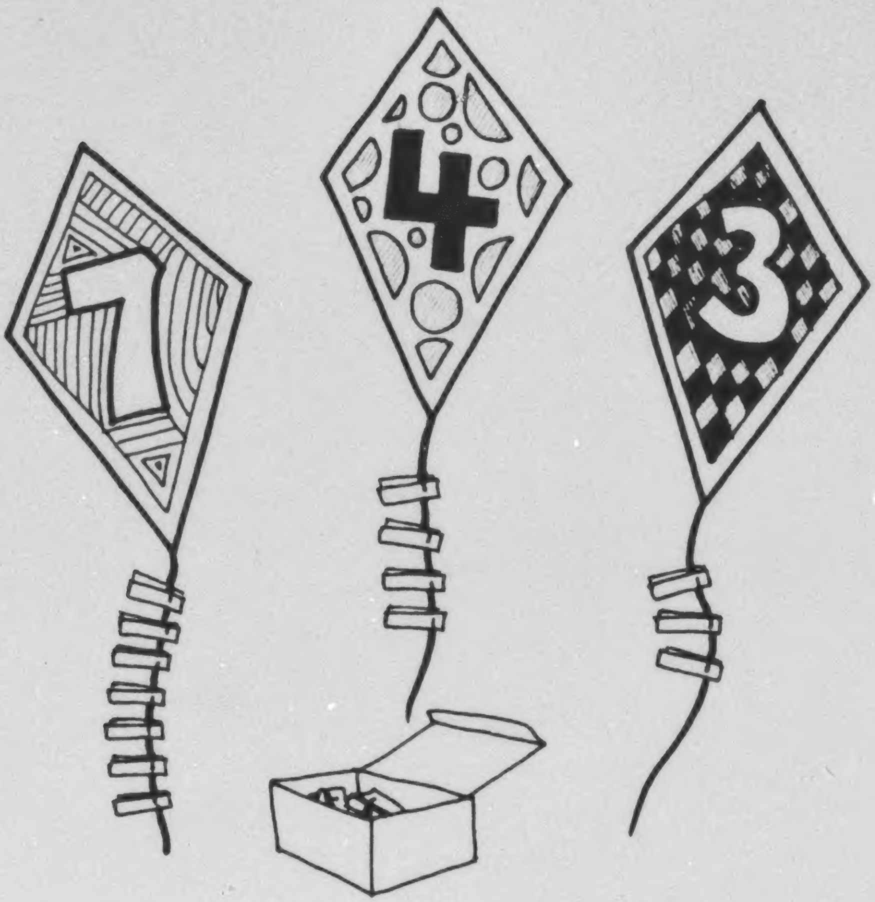


Construction: Cut a piece of chipboard 17" x 17". Cover the chipboard with a piece of tagboard. Draw a track on the tagboard as shown in the diagram. The size of each square will be an 1½". Place a number from 0 to 10 in each square. Draw a circle with a 3" radius. Divide the circle into eleven sections. Draw dots in each section of the circle to correspond with numbers from 0 to 10. Cover the board with clear contact before attaching the spinner.

Procedure: Two or three children may play the game. Each child must have 25 cover chips; each child's chips must be of a different color. The child will spin the spinner. The child may cover the number he spins with his color chip. For example, if he spins a six, then the child may cover any six on the board. If all the sixes have been covered, then the child loses that turn. At the end of the game, the child who has more numbers covered wins the game.

Evaluation: Teacher observation or participation.

ACTIVITY #3: NUMBER KITES



Construction: Cut eleven kites out of tagboard and put the numbers from 0 to 10 on them. Either laminate or contact each kite for durability. Attach a piece of yarn to each kite for the tail.

Procedure: The child is given a box of clothespins. The child must put the correct amount of clothespins on the tail of the kite.

Evaluation: Teacher observation

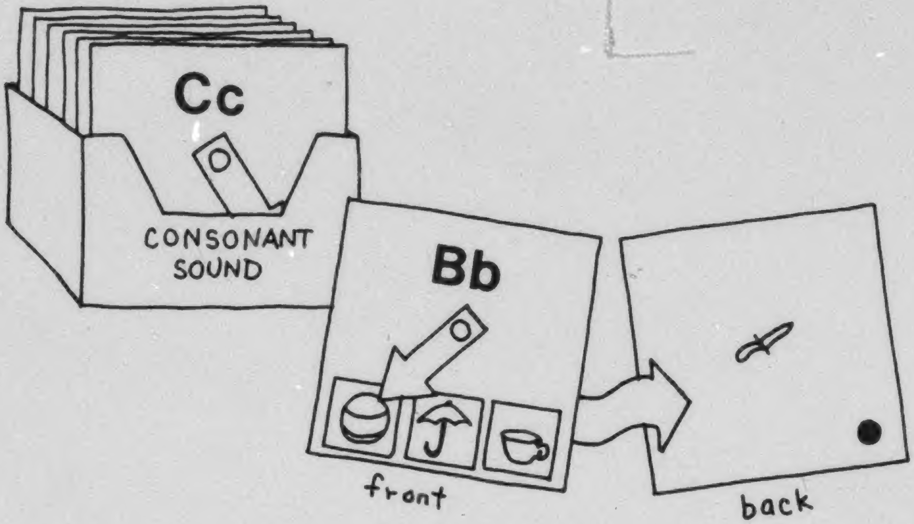
PRIMARY LEARNING CENTERS

Each model center is planned to accommodate an average class-size of thirty children. The teacher may wish to use all or part of the activities to meet the needs of her particular schedule. Refer to the section on classroom scheduling. As few as four or as many as eight activities are suggested for each model center.

ALPHABET CENTER

Purpose of Center: To provide reinforcement activities for vowel sounds, consonant sounds, and letter order.

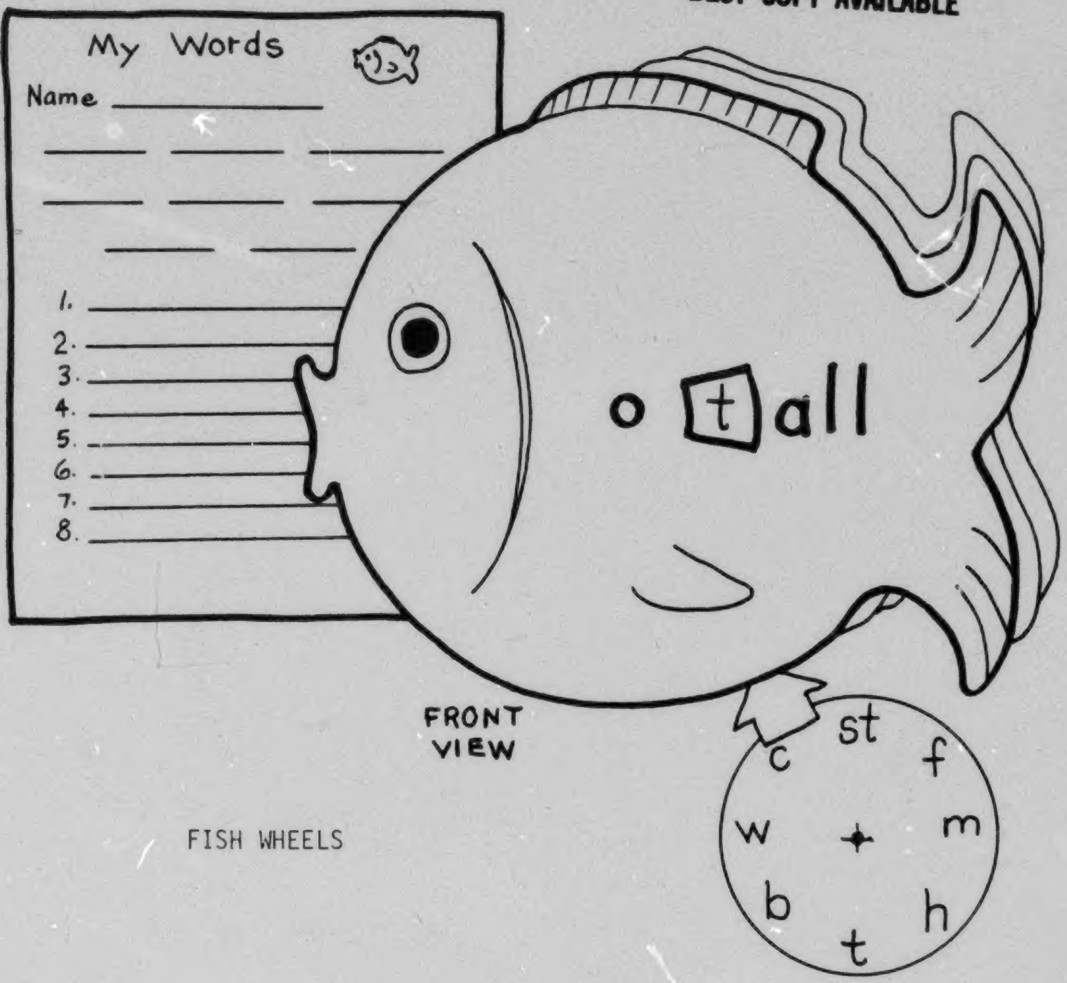
SOUND POINTERS



Materials:	21	7" x 7" squares of cardboard
	21	7" x 7" squares of colored tag or construction paper
	21	4" arrows cut from plastic, cardboard, or other durable material
	21	brass paper fasteners
	21	press apply dots
	63	small pictures cut from workbooks or magazines

Procedure: The child says the name of the letter on each card, says the names of the three pictures, and then moves the arrow to point to the picture that begins with the designated letter.

Evaluation: May be a self-correcting activity by placing a press apply dot on the reverse side of the correct picture, or evaluation may be accomplished by teacher observation.


My Words
Name
1.
2.
3.
4.
5.
6.
7.
8.
o t all
FRONT VIEW
st
f
m
h
t
b
w
c

FISH WHEELS

Materials: 12 8" x 10" pieces of colored tag (for fish)

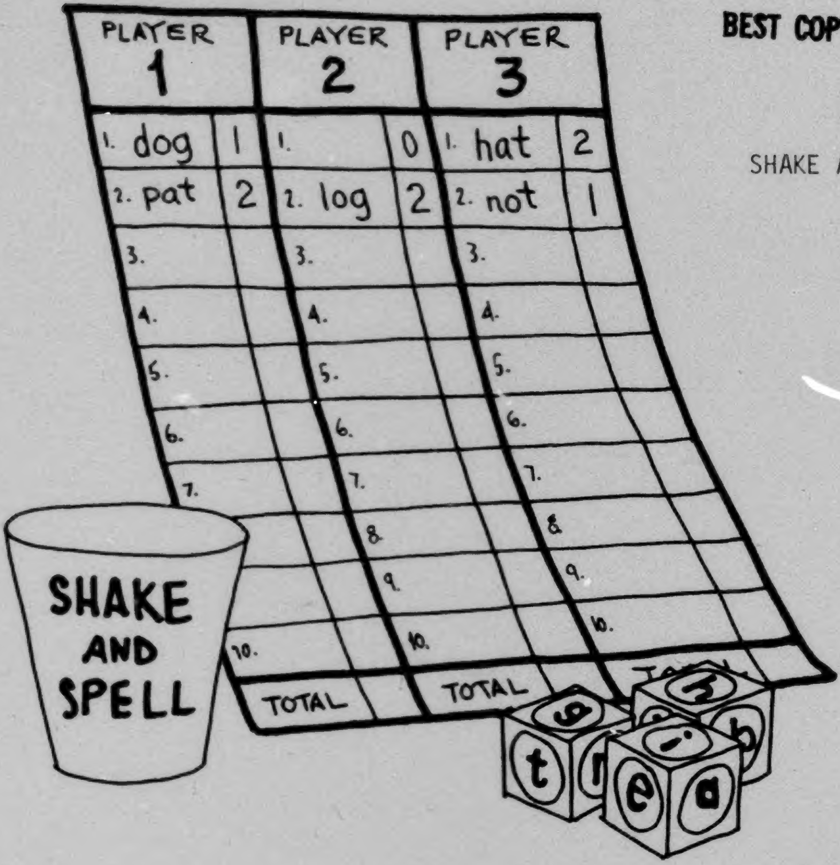
12 6" tag circles for turning wheel

12 brass paper fasteners for attaching wheel to fish

ditto masters

Procedure: The child chooses a fish and makes words by turning the wheel behind the fish which in turn changes the beginning sound. The child records the words and makes a sentence using each word. The work is recorded on the worksheet provided.

Evaluation: Teacher corrected


PLAYER 1
PLAYER 2
PLAYER 3
dog 1
pat 2
0
log 2
hat 2
not 1
TOTAL
TOTAL
SHAKE AND SPELL
t r e a h b i g

BEST COPY AVAILABLE

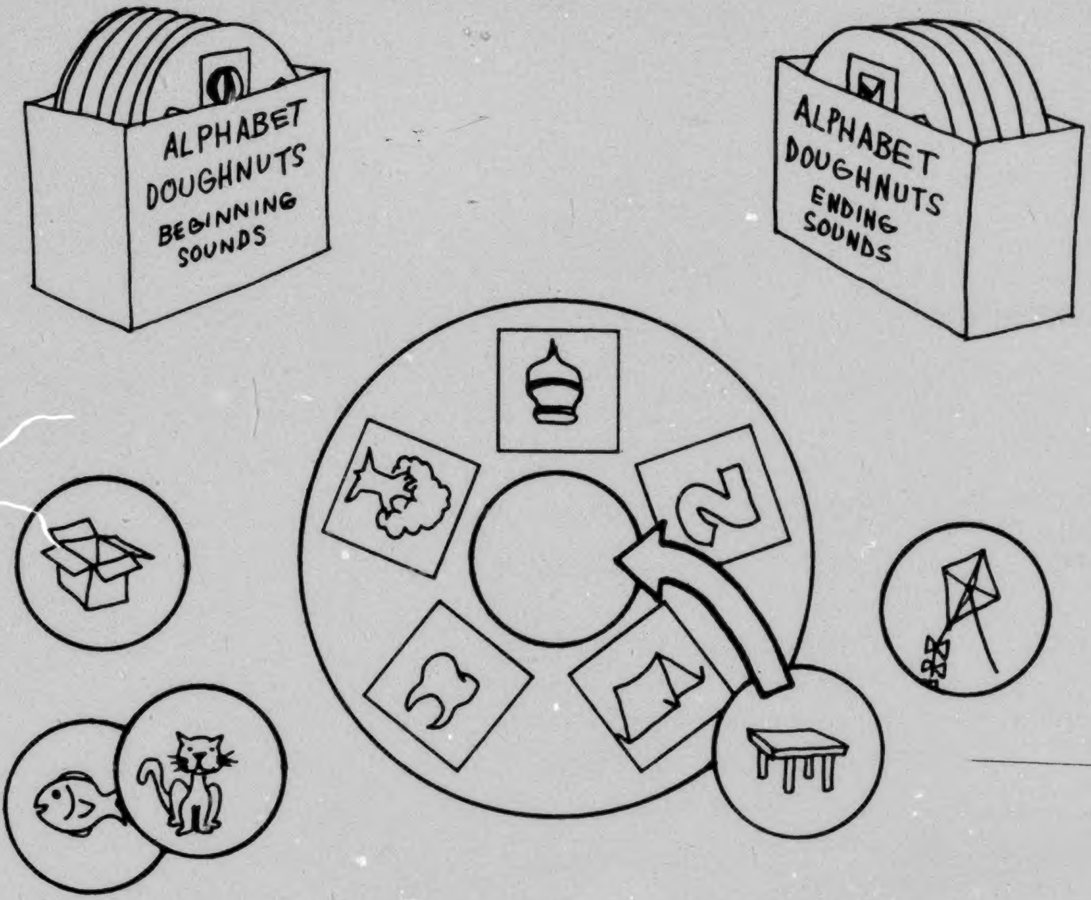
SHAKE AND SPELL

Materials:	3 1" wooden cubes
	press apply dots
	paper cup or plastic lid for cubes
	score sheet

Procedure: The game is intended for three players. First player shakes the cubes in the cup and drops them on the table. If he can make a word with the three letters rolled (and is able to say the word) he writes it on the score sheet and scores one point. If he can use the word in a sentence, he scores another point. The game can be varied by changing the letters on the cubes.

Evaluation: Children evaluate with score sheet, or by teacher observation.

ALPHABET DOUGHNUTS

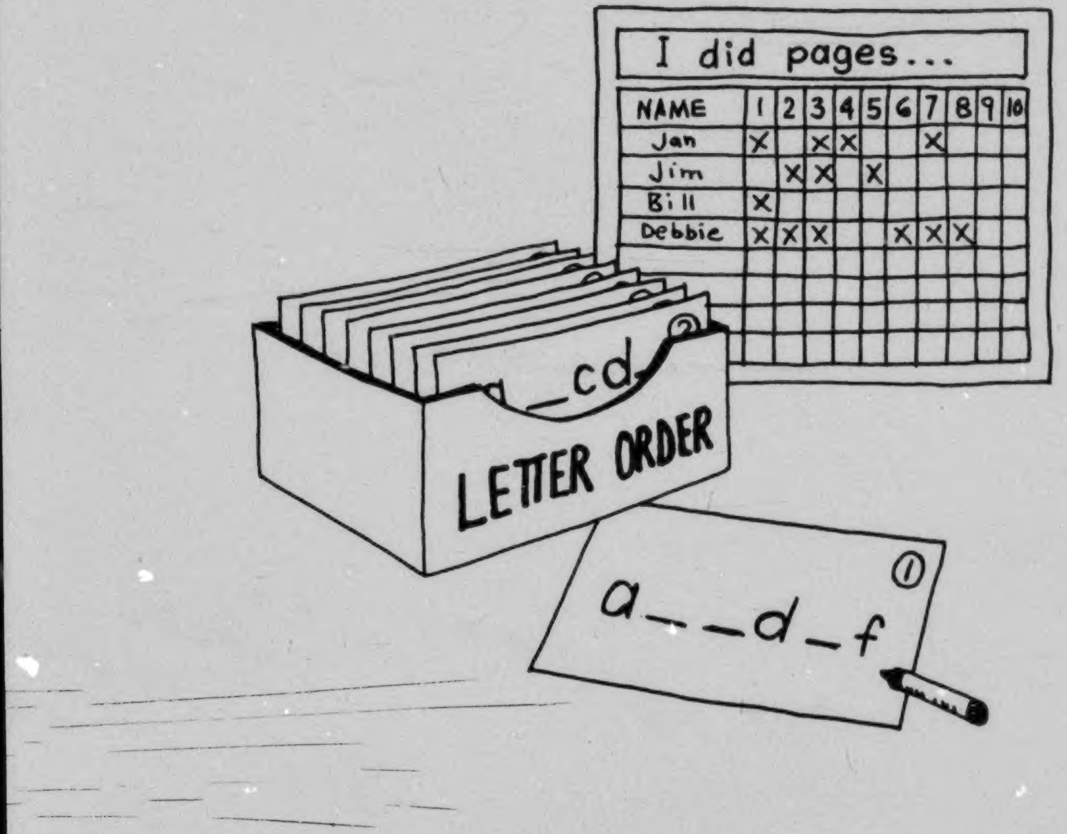

ALPHABET DOUGHNUTS BEGINNING SOUNDS
ALPHABET DOUGHNUTS ENDING SOUNDS

Materials: 9" circles with 3" hole (tag or cardboard)
3" circles (tag or cardboard)
small pictures cut from old workbooks, spelling books, magazines, etc.

Procedure: The child says the name of each of the five pictures on each doughnut. He listens carefully to the beginning (or ending) sounds. He must then choose a center which has a beginning (or ending) sound which matches those on the doughnut.

Evaluation: May be self-correcting by coding the reverse side of the doughnut or the 3" circle, or by an answer key. Evaluation may be done by teacher observation.

LETTER ORDER BOARDS



I did pages...

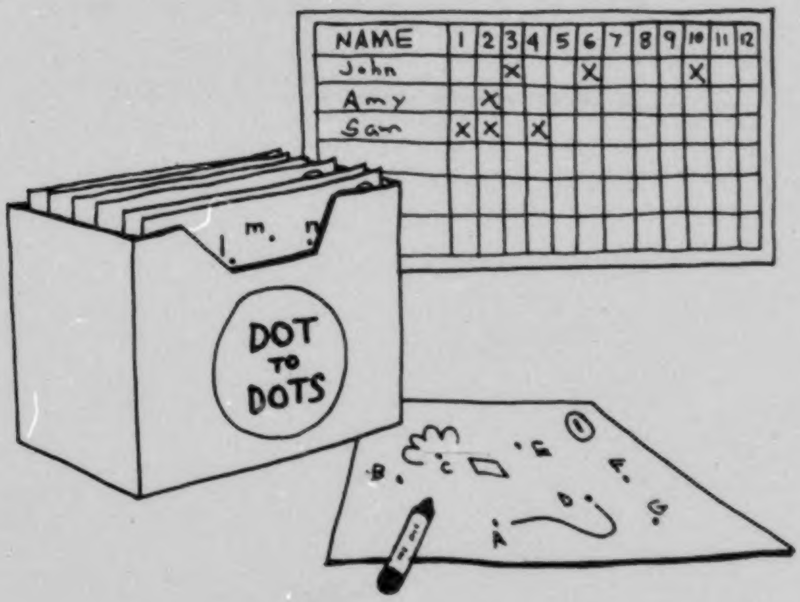
NAME	1	2	3	4	5	6	7	8	9	10
Jan	X		X	X			X			
Jim		X	X		X					
Bill	X									
Debbie	X	X	X			X	X	X		

Materials:		
		Wax marking pencils
	24	5" x 8" pieces of tag or index cards. These should be laminated, covered in clear contact or placed in plastic sleeves.
	24	press apply dots for coding
	3	squares of acrylan carpeting for erasing

Procedure: With a plastic crayon the child fills in the missing letters or completes the letter sequence.

Evaluation: Answer key may be provided for the child to correct his work, or the activity may be evaluated by teacher observation.

ALPHABET DOT TO DOT



Materials: Commercial dot to dot pictures. These can often be found in book or tablet form in supermarkets and drugstores. They are usually quite inexpensive.

Plastic sleeves or clear contact paper.

Wax marking pencils.

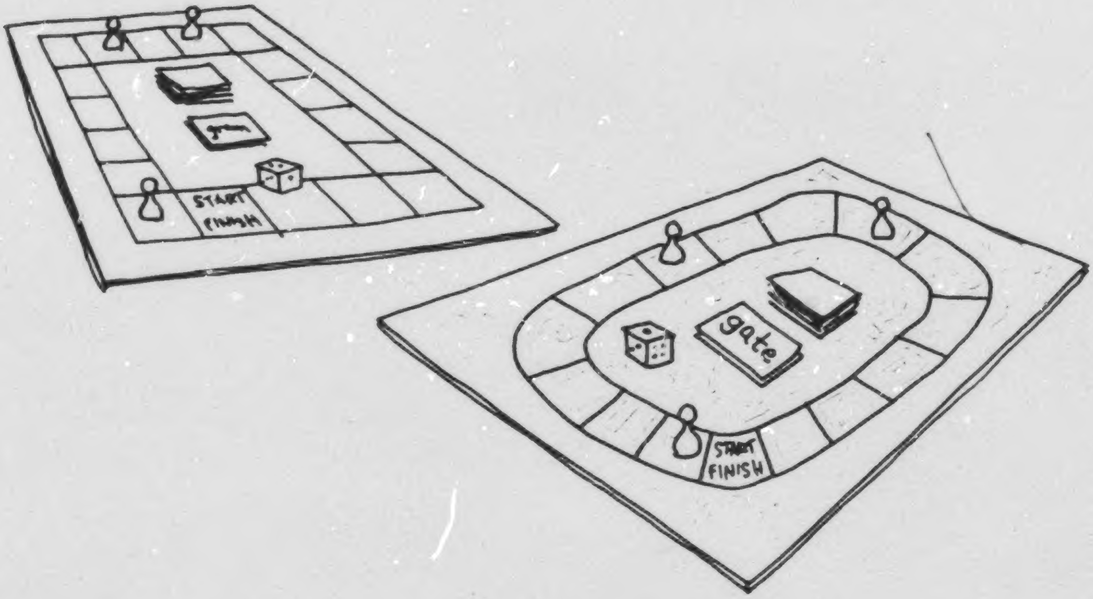
Acrylan carpet scraps for erasing.

Score sheet.

Procedure: The child finds the beginning point on each worksheet, and using the plastic crayon, joins the dots in alphabetical sequence. The sheets are numbered so the child can keep account of the puzzles he has completed.

Evaluation: Teacher observation, or master key

OPEN ENDED GAMES



Materials: 2 open-ended game boards (each board will accommodate 3-4 children - allowing maximum participation).

Several decks of cards (2 1/2" x 4"). Each deck may be used to reinforce a particular sound element such as blends, digraphs, long vowel with silent "e", paired vowel, etc.

1 die for each game.

1 marker for each child.

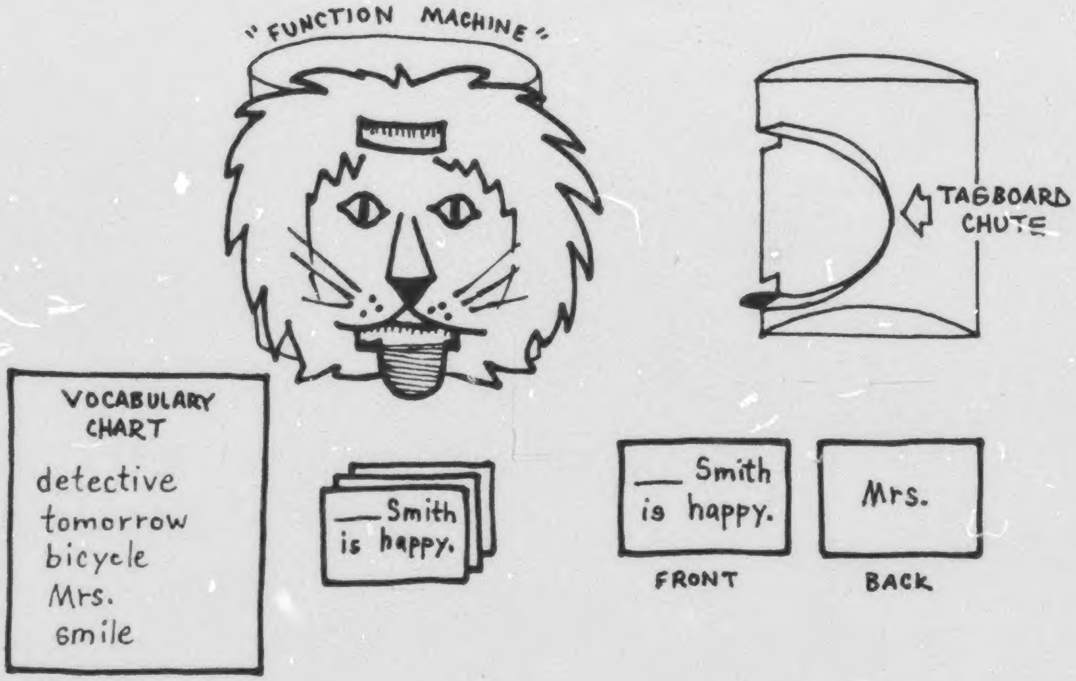
Procedure: The deck is placed face down on the table. First player takes a card. If he can say the word, he rolls the die and moves according to the number of dots shown. If he cannot read the word, he loses his turn. In either case the card is then placed on the bottom of the deck. The first player to move to the finish line is the winner.

Evaluation: Self evaluation or teacher observation

READING CENTER

Purpose of Center: To provide reinforcement activities for vocabulary, word attack skills, and comprehension.

LEO

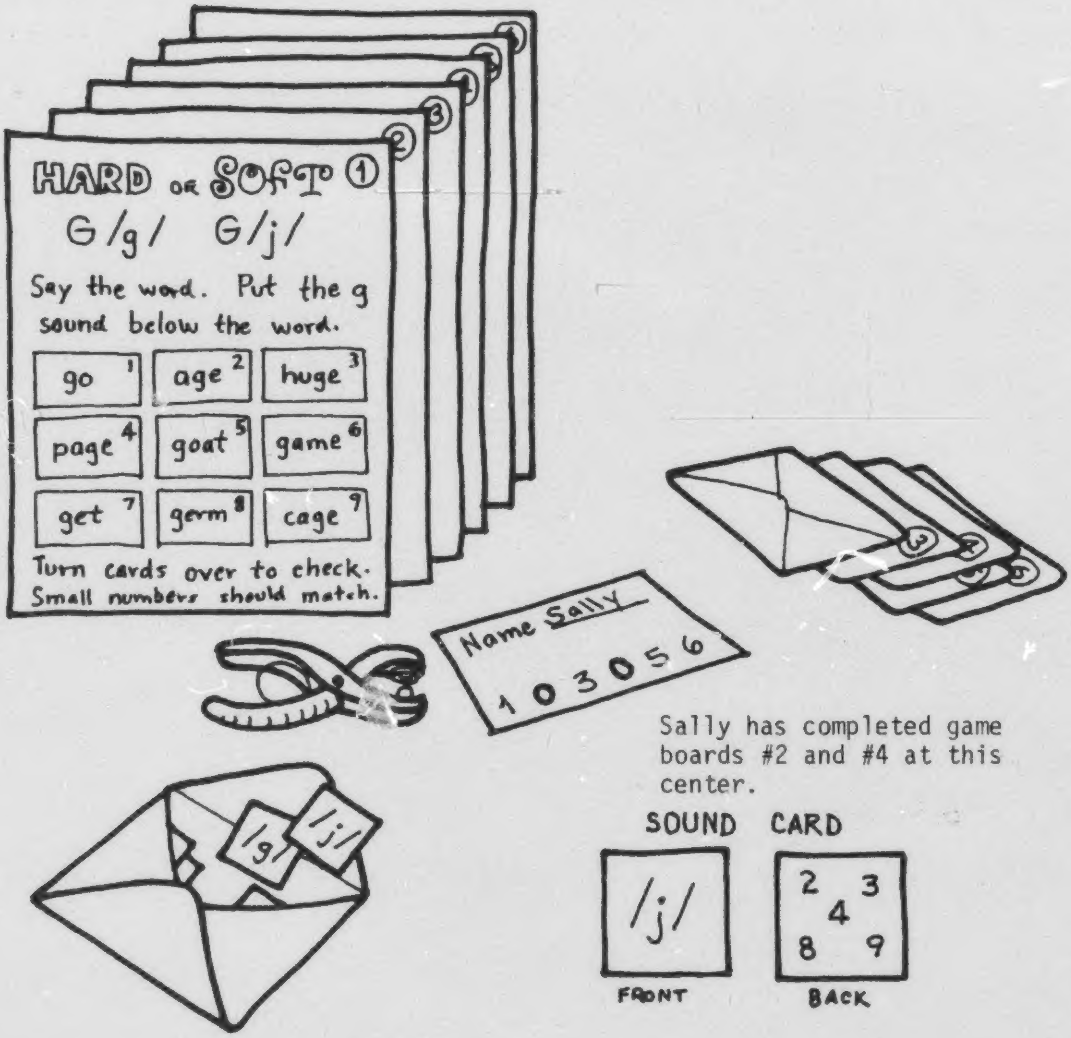

"FUNCTION MACHINE"
TAGBOARD CHUTE
VOCABULARY CHART
detective
tomorrow
bicycle
Mrs.
smile
___ Smith is happy.
___ Smith is happy.
Mrs.
FRONT
BACK

Materials:	Cardboard box or ice cream carton
	tagboard
	yarn (for Leo's mane)
	3" x 5" cards

Procedure: Children take turns reading to each other. One child reads a card aloud to his group. He looks at the vocabulary chart and selects the missing word. He drops the card in the top of the "function machine" and the correct word comes out at the bottom.

Evaluation: Immediately self checking, for the correct word is on the back of each card.

SOUND BOARDS


HARD or SOFT ①
G/g/ G/j/
Say the word. Put the g sound below the word.
go 1
age 2
huge 3
page 4
goat 5
game 6
get 7
germ 8
cage 9
Turn cards over to check. Small numbers should match.
② ③ ④ ⑤ ⑥
Name Sally
1 0 3 0 5 6
/g/ /j/
/j/
2 3 4 8 9
FRONT
BACK

Sally has completed game boards #2 and #4 at this center.

SOUND CARD

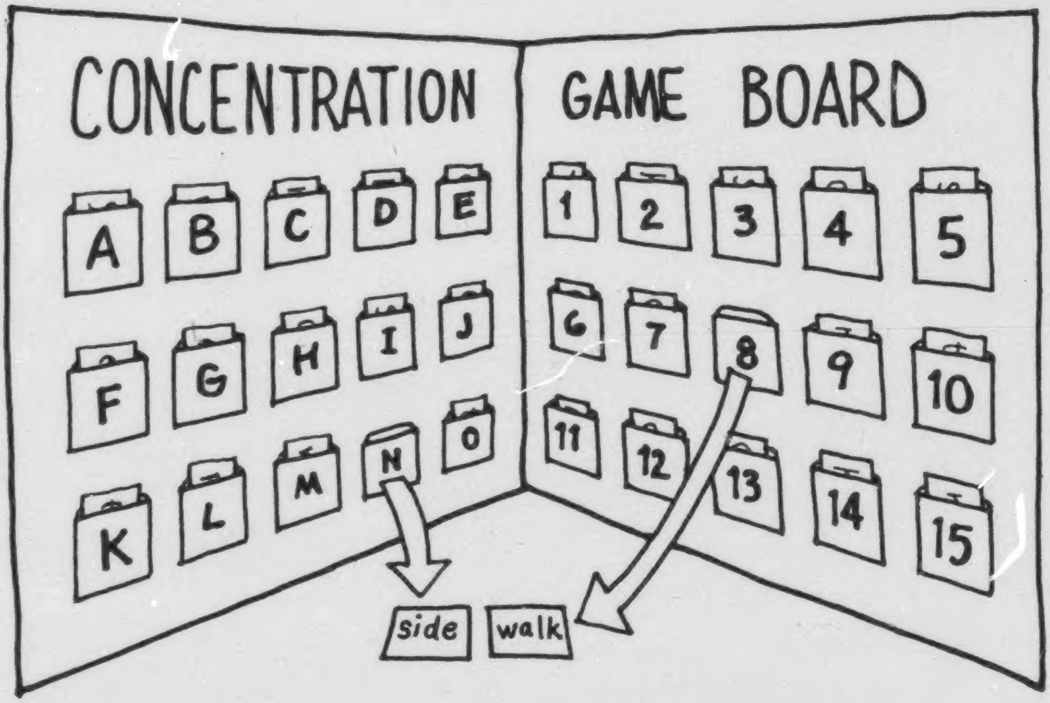
Materials:
6 tagboard sheets 11" x 14"
6 envelopes
30 name cards for Record Keeping
9 sound cards per game board

Procedure: Child takes a game board and a matching numbered envelope. He matches the 9 sound cards to the nine words on the game board. The board is self checking by turning the sound cards over. The small numbers in the upper corner of the word should match one of the numbers on the back of the sound card.

The child takes a record card and punches out the number of the game board completed.

Evaluation: Self checking or teacher observation.

CONCENTRATION


CONCENTRATION GAME BOARD
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
side
walk

Materials:	2 sheets of cardboard 26" x 19" Mystik tape 1½" wide for hinge tagboard (4 sheets) 26" x 19" 30 library book pockets 30 3" x 5" index cards

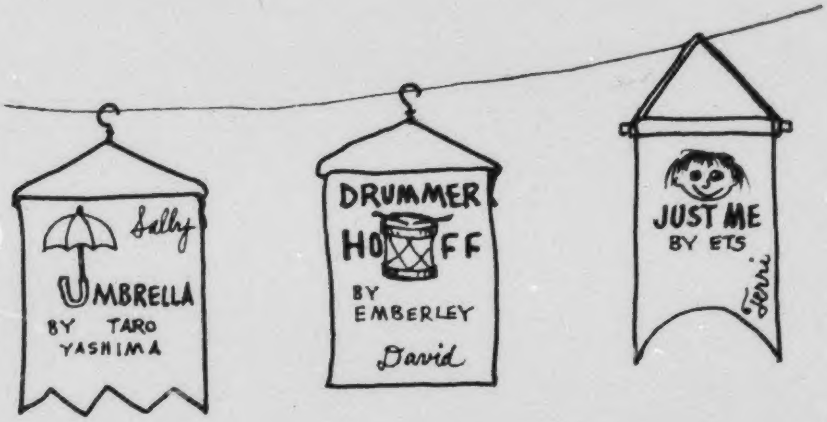
Procedure: Choose two teams. A child on one team chooses a letter from A-O and a numeral from 1-15. Remove the chosen cards and show them to the class. If the cards do not match, return them to their original positions. If the cards match, give the team a point and remove the pair of cards from the board. The other team then chooses a pair.

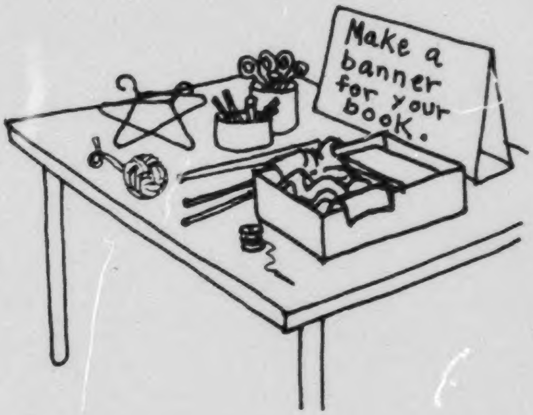
Continue until all cards have been removed. The team with the greater number of points wins.

The board may be programmed for matching compound word parts (see illustration), antonyms or synonyms.

Evaluation: May be a self-checking activity by penciling the matching word (in small print) in the corner of its corresponding card.

BOOK BANNERS


Sally
UMBRELLA
BY TARO
YASHIMA
DRUMMER
HOFF
BY
EMBERLEY
David
JUST ME
BY ETS
Terri


Make a banner for your book.

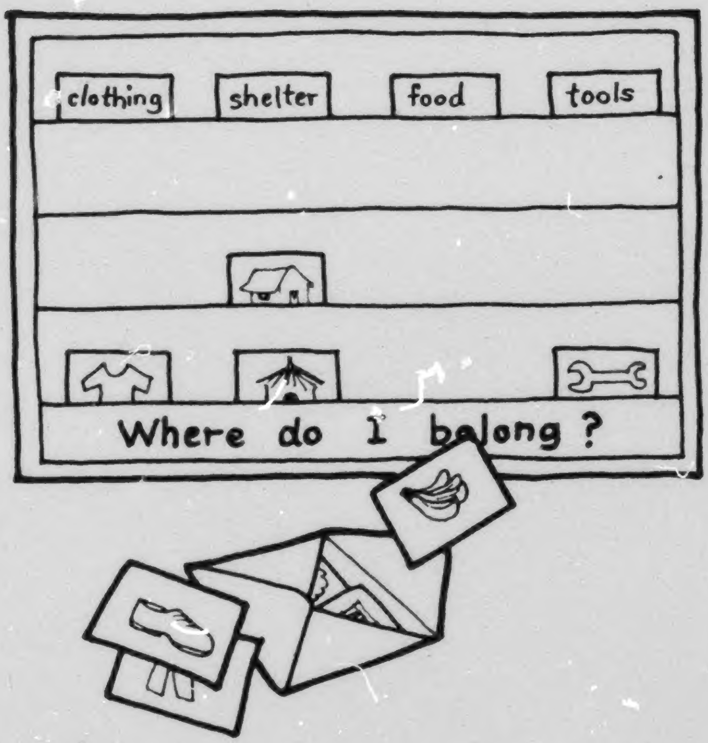
Materials:

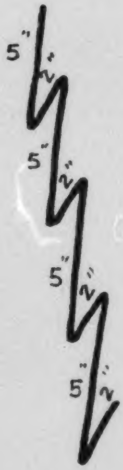
- coat hangers
- cloth
- felt
- yarn
- needles and thread
- felt pens
- dowels
- scissors

Procedure: The child uses any of the art materials gathered at this station to make a banner about a book he has read. The banner should include the title of the book, the author, an illustration or object which represents the book and the child's name. The banners may be hung on a wire or string stretched across the classroom.

Evaluation: Completion of project.

WHERE DO I BELONG?


clothing
shelter
food
tools
Where do I belong ?



SIDE VIEW OF FOLDING FOR POCKET CHART

Materials:

6 tagboard pieces 20" x 30"
(for individual pocket charts)

6 envelopes

3" x 5" cards, with pictures cut from magazines

3" x 5" cards, with the name of the classification

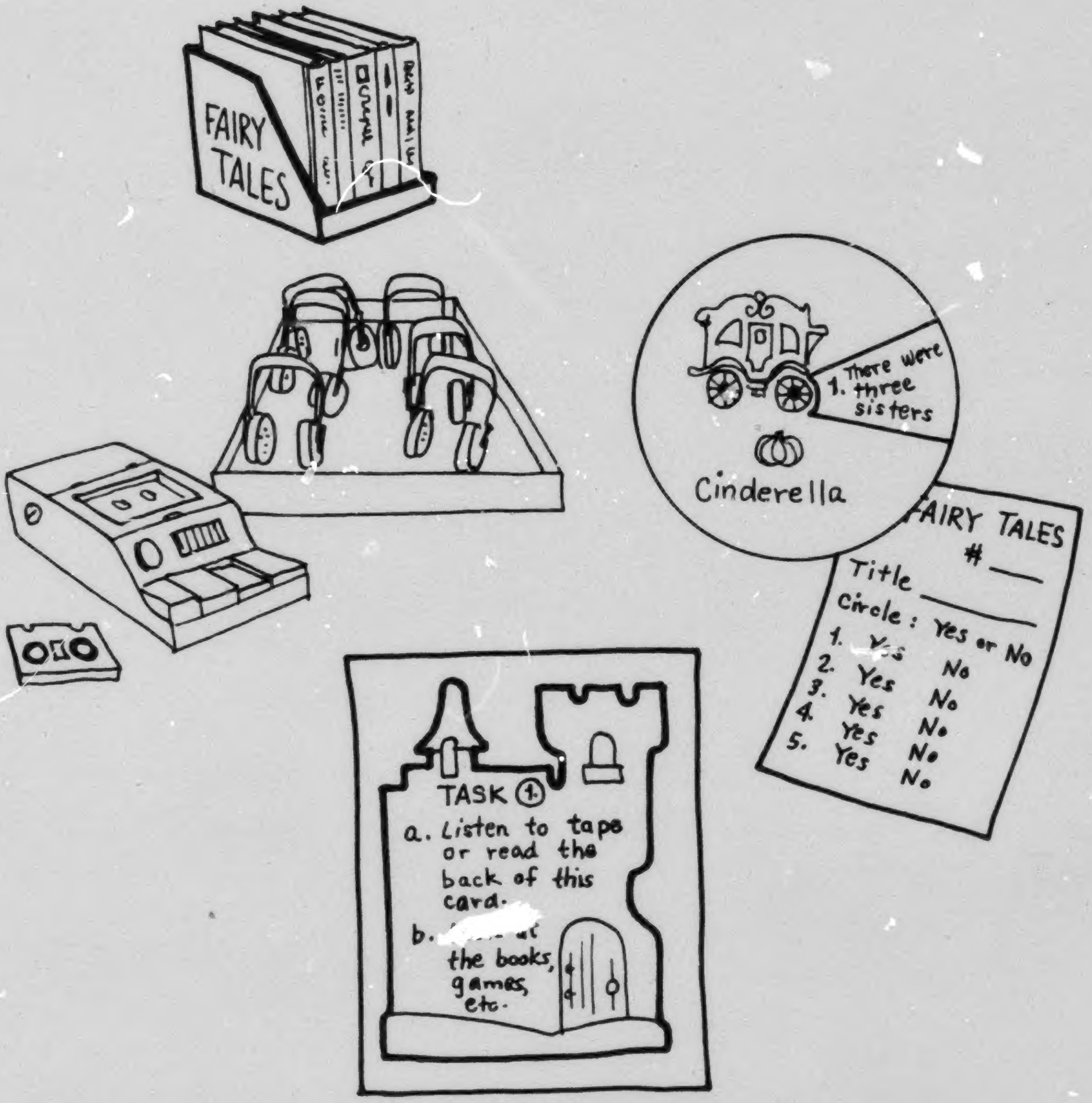
Procedure: The child takes an envelope. Each envelope contains pictures of clothing, shelter, tools, and food. The child places the picture in the pocket chart in the correct classification.

Evaluation: Self checking by color coding.

FAIRY TALE CENTER

Purpose of Center: To provide children with the opportunity to read, listen, and dramatize the literary form of fairy tales in conjunction with English skills.

LISTENING STATION


FAIRY TALES
1. There were three sisters
Cinderella
FAIRY TALES
#
Title
Circle: Yes or No
1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
TASK ①
a. Listen to tape or read the back of this card.
b. [illegible] at the books, games, etc.

Materials: 30 minute tape
Tape Recorder
Books with tape
Set of earphones
Double -- 12" circles -- one for each story
Brass paper fasteners
4¼" x 5½" ditto answer sheets
8½" x 11" castle-shaped task card
Pencils

Procedure: The children read the task card and follow the directions step-by-step. (See sample task card and script that follow.)

TASK CARD

* Listen to tape.
* Choose a wheel about a fairy tale.
* Answer the questions on an answer sheet.
* Now, choose a story to read or listen to the tape of a story.

Tape Script

Many, many years ago most people did not have books. Instead of reading books people told stories. Sometimes the stories were changed as one man told another. That is why today there are different beginnings and different endings to the same tales. You will even find different names for the various characters.

At this center you will find some library books and some of my books with many fairy tales. Fairy tales are special stories that we read over and over again. They are fun to tell each other too. Maybe some boys and girls will write new fairy tales for our class.

Since fairy tales were told to people before we had books, you do not have to read all the fairy tales. We have some fairy tales on tape for the tape recorder. A friend may read a story to you, or you may read a story to yourself.

To help you decide what story you would like to read there are wheels of questions. Try to answer the questions on a wheel. If you cannot answer two questions correctly, then read the story.

Fairy tales are fun, so have a good time!

Evaluation: Fairy tale answer sheets.

VOCABULARY STATION

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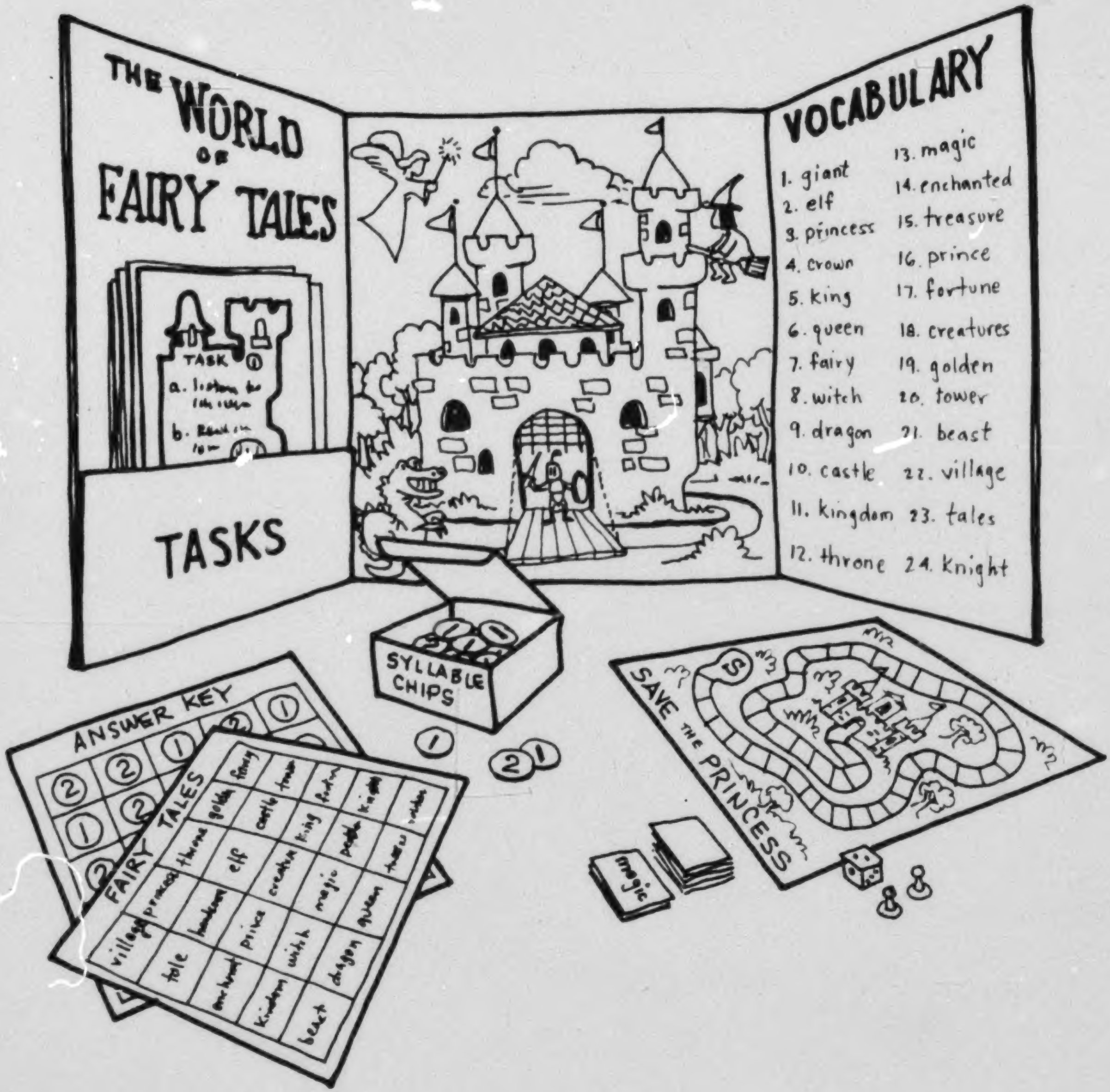

THE WORLD OF FAIRY TALES
TASK 1
a. listen to
b. Read
TASKS
VOCABULARY
1. giant
2. elf
3. princess
4. crown
5. king
6. queen
7. fairy
8. witch
9. dragon
10. castle
11. kingdom
12. throne
13. magic
14. enchanted
15. treasure
16. prince
17. fortune
18. creatures
19. golden
20. tower
21. beast
22. village
23. tales
24. knight
SYLLABLE CHIPS
1
2
ANSWER KEY
FAIRY TALES
fairy
tower
fortune
knight
golden
castle
king
throne
elf
creature
magic
queen
princess
prince
witch
dragon
village
tale
kingdom
beast
SAVE THE PRINCESS
S
magic

Materials: Carrel

1 piece of cardboard 19" x 26"

2 pieces of cardboard 13" x 19"

2 pieces of colored tag 19" x 26"

4 pieces of colored tag 13" x 19"

1 folded piece of tag 12" x 12" for pocket

1 roll 1½" mystik tape

clear contact

Task Cards

5" x 8" cards

pencils

writing paper

Procedure: The child will select a task card and follow the directions. (See sample of task cards which follow.)

TASK CARD #1 Don't forget your name!!

You will need: paper
pencil

Put the vocabulary words in alphabetical order.

Pick 6 words. Write each word in a sentence.

Put paper in folder.

TASK CARD #2 Don't forget your name!!

An antonym is a word having the opposite meaning of another word.

Example: hot cold

You will need: paper
pencil

Pick 6 vocabulary words. Write an antonym for the words you choose.

Put paper in folder.

TASK CARD #3 Don't forget your name!!

You will need: paper
pencil

Use the vocabulary words.

A noun is a person, place, or thing.

List all the nouns from the "fairy tale" vocabulary list.

Draw a picture of 3 of the words you listed.

Have a friend check your work. Then put in folder.

Evaluation: Teacher corrected

SYLLABLE CHIP ACTIVITY

Materials: 5 10" x 10" cards, divided into 2" squares

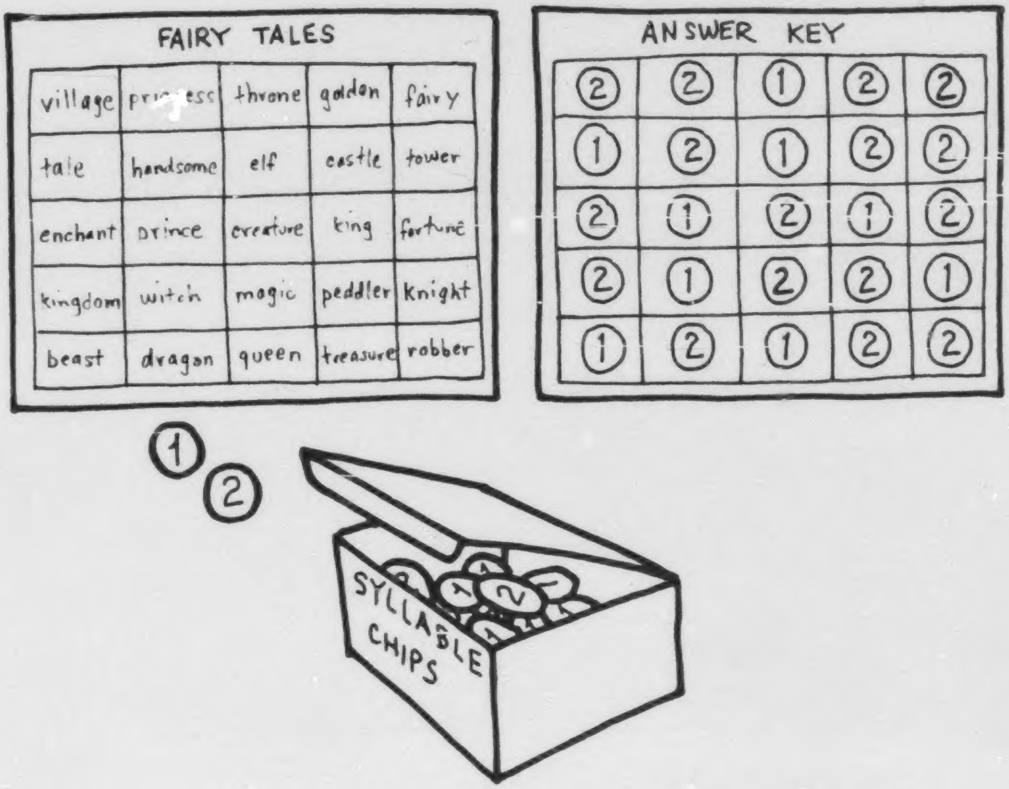
1 box

100 poker chips

100 adhesive dots to label poker chips

Procedure: Child takes a word card. He says each word quietly. He counts the number of syllables he hears. He places a numbered poker chip on the word to show how many syllables it has.

Evaluation: Answer key is provided for self correction.

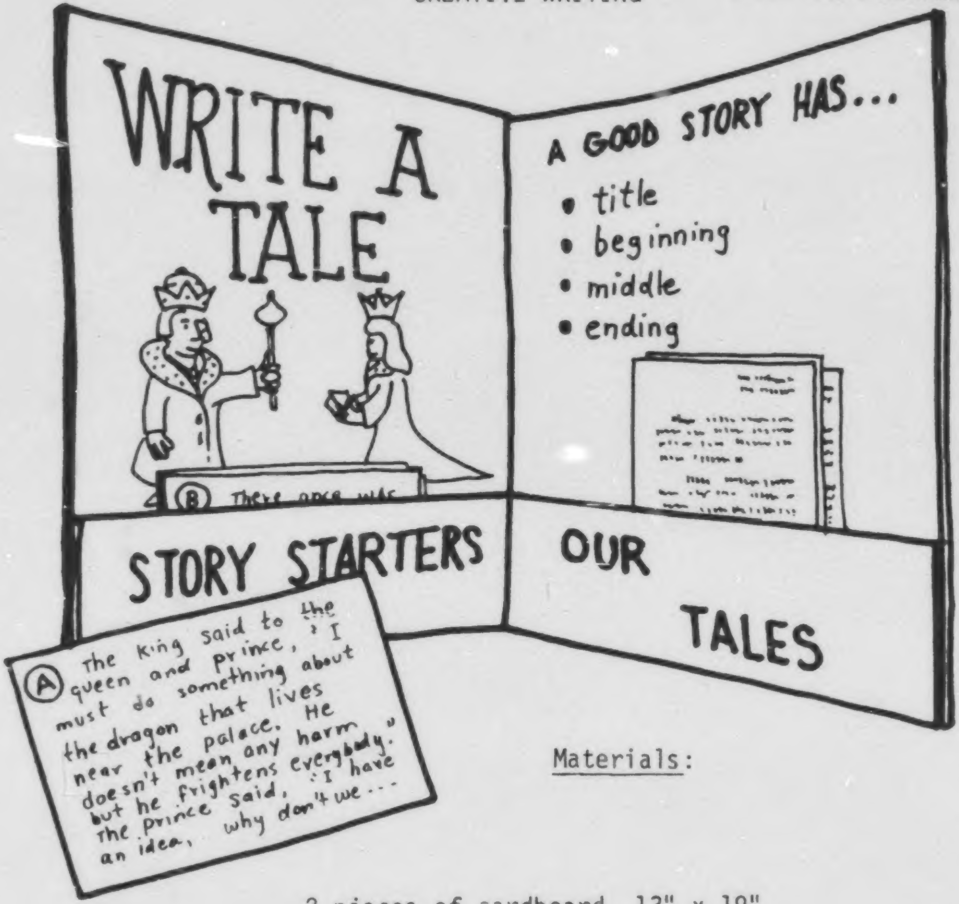


FAIRY TALES

village	princess	throne	golden	fairy
tale	handsome	elf	castle	tower
enchant	prince	creature	king	fortune
kingdom	witch	magic	peddler	knight
beast	dragon	queen	treasure	robber

ANSWER KEY

②	②	①	②	②
①	②	①	②	②
②	①	②	①	②
②	①	②	②	①
①	②	①	②	②


WRITE A TALE
A GOOD STORY HAS...
• title
• beginning
• middle
• ending
B There once was
STORY STARTERS
OUR TALES
A The King said to the queen and prince, "I must do something about the dragon that lives near the palace. He doesn't mean any harm, but he frightens everybody." The prince said, "I have an idea, why don't we...

Materials:

2 pieces of cardboard 13" x 19"

4 pieces of colored tag 13" x 19"

1 folded piece of colored tag 8" x 12" for pocket

1 folded piece of colored tag 12" x 12" for pocket

clear contact

mystik tape

6 5" x 8" cards

student writing paper

Procedure: The child will choose one of the story starters. The first paragraph of a fairy tale is on the card. The child will copy the paragraph and finish the story.

Evaluation: Teacher corrected

SAVE THE PRINCESS

Materials: 1 piece of cardboard 13" x 19"

1 piece of colored tag 13" x 19"

clear contact

4 markers

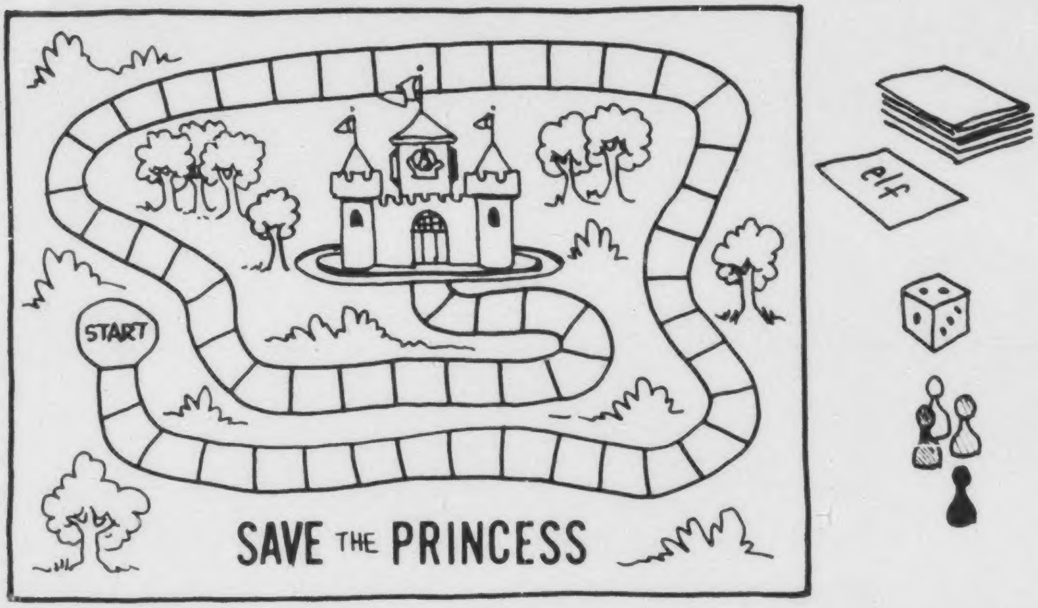
1 die

deck of vocabulary words

Procedure: Children take turns rolling the die, reading a word and moving the number of spaces on the die. If a child is unable to read a word he loses a turn.

The first child to the castle is the winner.

Evaluation: Teacher observation or participation



RESEARCH CENTER

Projects

1. Compare two fairy tales.

List: Characters Vocabulary Events

How are they alike

How are they different

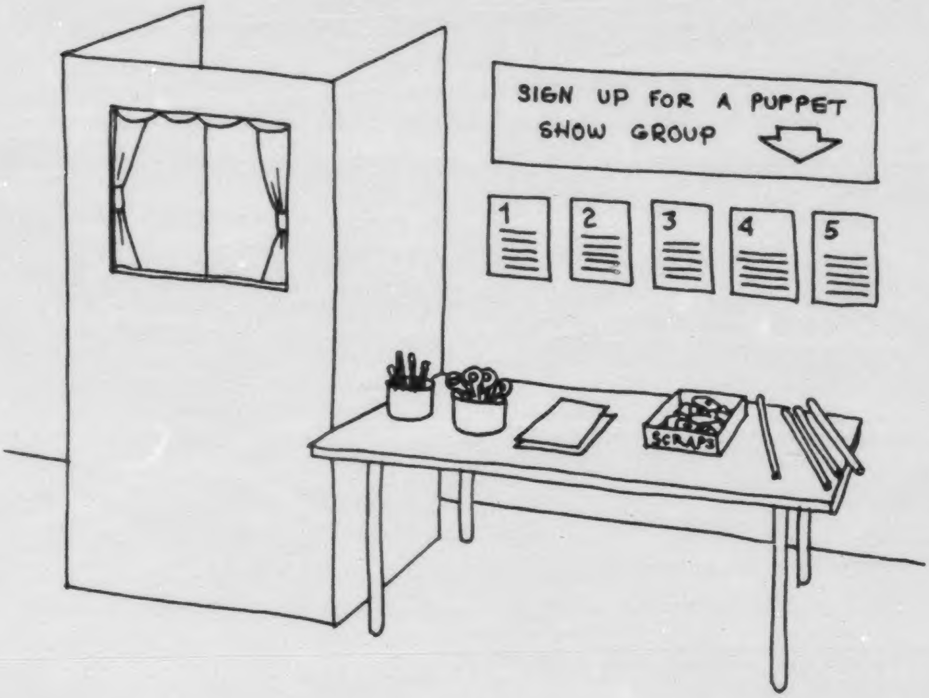
2. Make a world map of fairy tales.

Materials:
chart paper (18" x 22" approximately)
writing paper
pencils
crayons
colored pencils
printed flat world map

Procedure: Child selects a project. Research may be done both in class and at home.

Evaluation: Child presents project orally to class or to teacher.

ART - PUPPET THEATER STATION


SIGN UP FOR A PUPPET SHOW GROUP
1
2
3
4
5
SCRAPS

Materials: large refrigerator box

5 8½" x 11" sheets for sign-ups

art supplies for making puppets

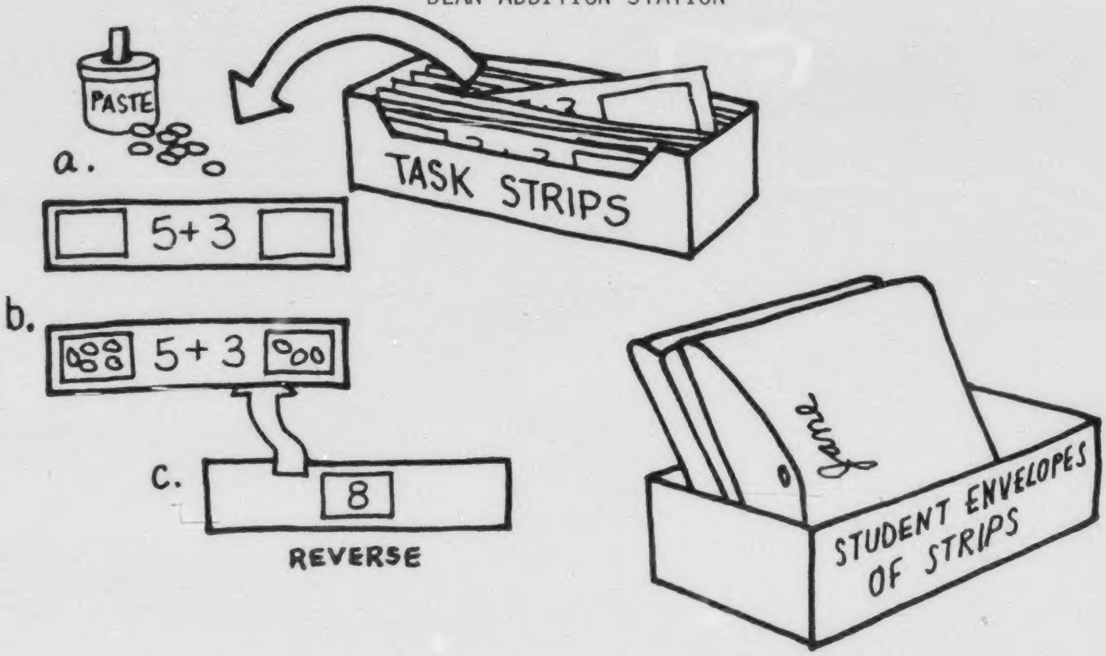
Procedure: Children make puppets for a fairy tale of their choice.

Evaluation: Teacher observation

BASIC FACTS DRILL AND PRACTICE CENTER

Purpose of Center: To provide children with various forms of reinforcement of basic addition and subtraction facts 0-18.

BEAN ADDITION STATION

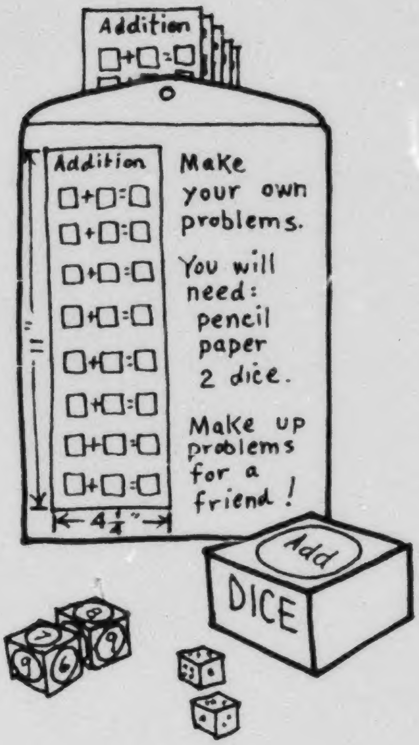

PASTE
TASK STRIPS
a.
5+3
b.
5+3
c.
8
REVERSE
June
STUDENT ENVELOPES OF STRIPS

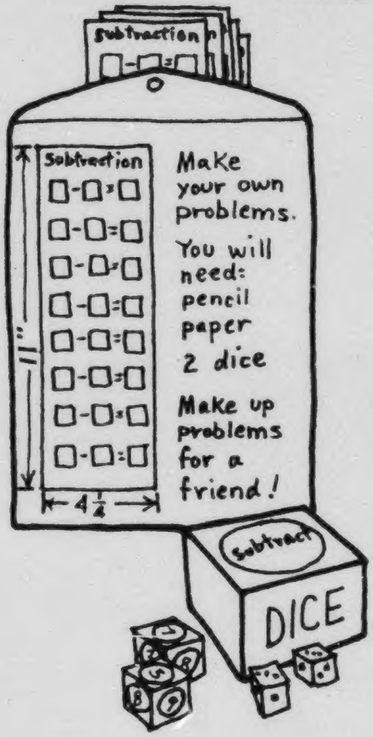
Materials:	4" x 12" construction paper strips
	beans
	glue
	box for problem strips
	box for student envelopes
	10" x 12½" clasp envelopes, one per student

Procedure: The child selects a strip with the addition problem stated. The child pastes the number of beans to show the two sets that are being joined. On the reverse side the child writes the answer to the problem. Completed strips are placed in child's envelope for use as flash cards with a partner.

Evaluation: Teacher observation and use of flash cards with the child.

ROLL YOUR OWN PROBLEMS


Addition
□+□=□
Addition
□+□=□
□+□=□
□+□=□
□+□=□
□+□=□
□+□=□
□+□=□
□+□=□
Make your own problems.
You will need:
pencil
paper
2 dice.
Make up problems for a friend!
4 1/4"
Add
DICE


Subtraction
□-□=□
Subtraction
□-□=□
□-□=□
□-□=□
□-□=□
□-□=□
□-□=□
□-□=□
□-□=□
Make your own problems.
You will need:
pencil
paper
2 dice
Make up problems for a friend!
4 1/4
Subtract
DICE

Materials: Ditto of blank problem spaces -- divided in half

10" x 12" clasp envelope for ditto paper and example pasted on outside

small boxes for dice

pairs of regular dice

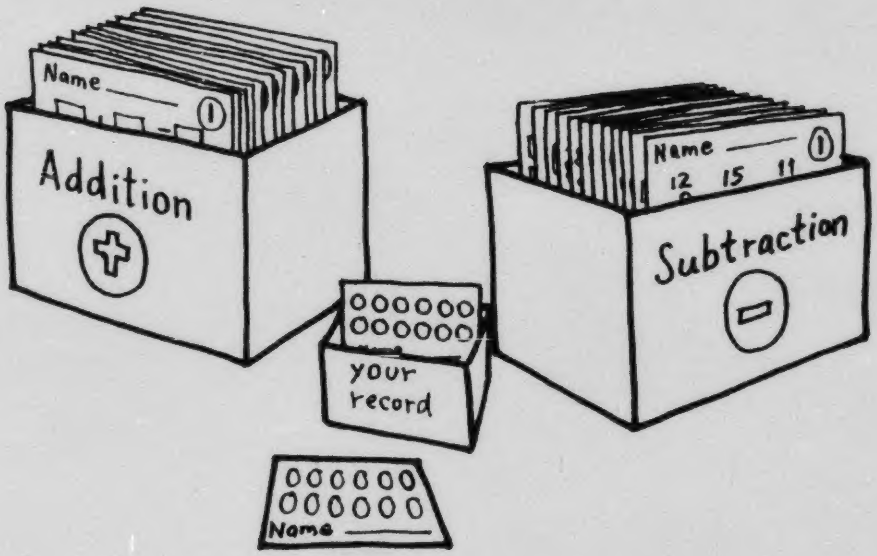
pairs of wooden counting cubes with adhesive dots for written numerals

box for completed worksheets

Procedure: The child selects matching dice, rolls dice for number combinations. Writes combination on worksheet and the answer. Children may make problem sheets for other children.

Evaluation: Teacher correction

PICK A PAGE


Name
1
Addition
+
000000
000000
your record
Name
12 15 11
1
Subtraction
−
000000
000000
Name

Materials:

24 Math workbook pages/six sheets for each level of facts 0-12, 0-18

24 9" x 12" colored tag for mounting pages

adhesive dots for numbering pages

clear contact

wax marking pencils

small outdoor carpet squares as erasers

3" x 5" index cards/one per student

Procedure: The child selects a worksheet. Records answers with wax marking pencil. Corrects own work by answer key which is on the reverse side of page. The child keeps a record of pages completed by placing the number of the page in a circle on an individual student record index card.

Evaluation: Self-correcting

HEAR THE FACTS

- ★ Select a tape.
- ★ You will need: pencil
  paper
- ★ Follow the directions on the tape.
- ★ Write the tape number on your paper.

Materials: cassette tapes of basic facts or records

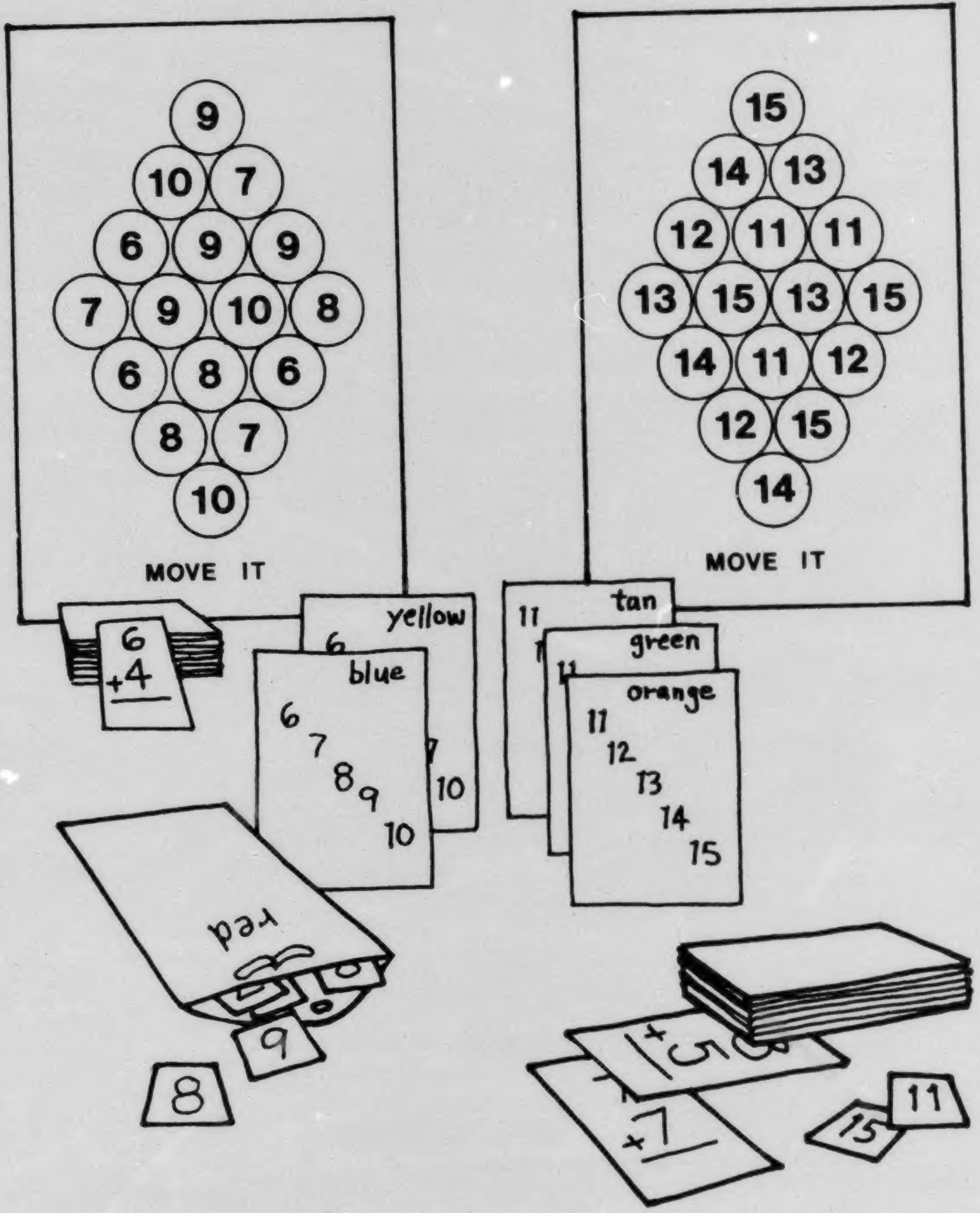
tape recorder or record player

earphones

Procedure: The child selects a tape of basic facts, follows the directions given on tape.

Evaluation: Self-correcting

PLAY A GAME


9
10 7
6 9 9
7 9 10 8
6 8 6
8 7
10
MOVE IT
15
14 13
12 11 11
13 15 13 15
14 11 12
12 15
14
MOVE IT
6
+4
yellow
blue
6 7 8 9 10
10
tan
green
orange
11 12 13 14 15
red
9
8
+5
+7
11
15

Materials: 11" x 22" cardboard

11" x 22" colored tag

3 clasp envelopes (5" x 7") for each game

20 1-inch squares per envelope

- 4 - 6's or 11's
- 4 - 7's or 12's
- 4 - 8's or 13's
- 4 - 9's or 14's
- 4 - 10's or 15's

Deck of addition combinations 6-10 or 11-15

Clear contact

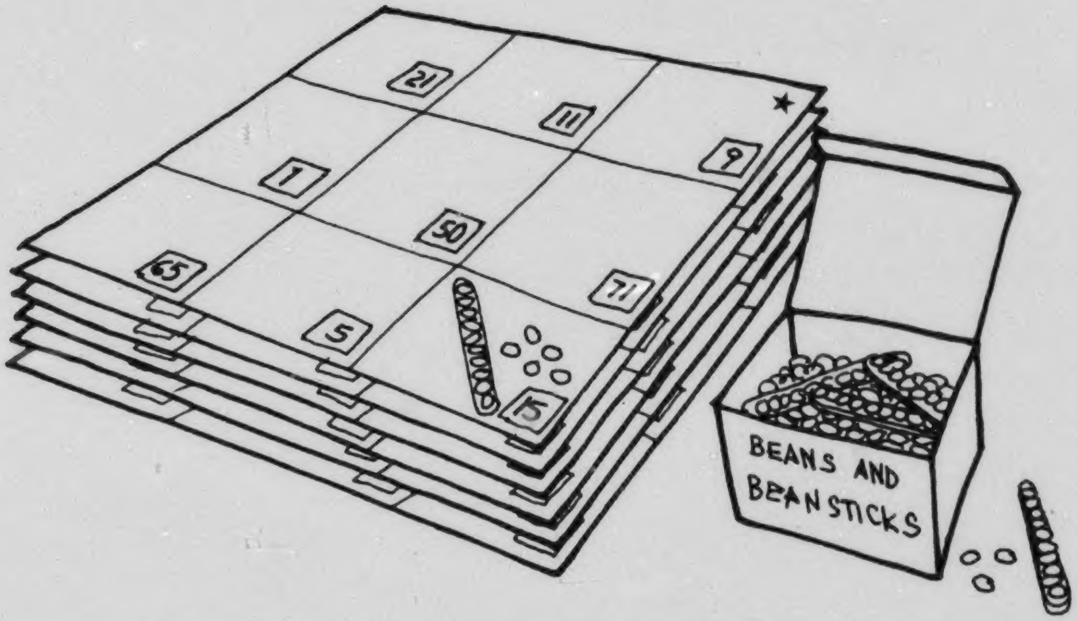
Procedure: Three children play Move It. Each player takes an envelope of colored-number squares. The deck of corresponding addition facts is shuffled. A player turns over a fact card, reads and gives answer. Then the player takes his color 1-inch square with the answer and covers a circle on the board with the same answer. The objective of the game is to get 4 in a row. A player may move another player's marker off the board in order to cover a circle that has a marker on it.

Evaluation: Teacher observation and/or participation

PLACE-VALUE CENTER

Purpose of Center: To provide children with the opportunity to reinforce the concept of place-value through various media.

BEAN STICKS AND BOARDS



Materials:

- 6 colored tag boards, contacted
- box
- 500 beans (pinto-size)
- 200 popsicle sticks with 10 beans glued on each stick

Procedure: Children may make beansticks. Each child selects a board. Using beansticks as tens and loose beans as ones, they place the correct number in each square on their board.

Evaluation: Teacher observation

GRAPH PAPER NUMBERS

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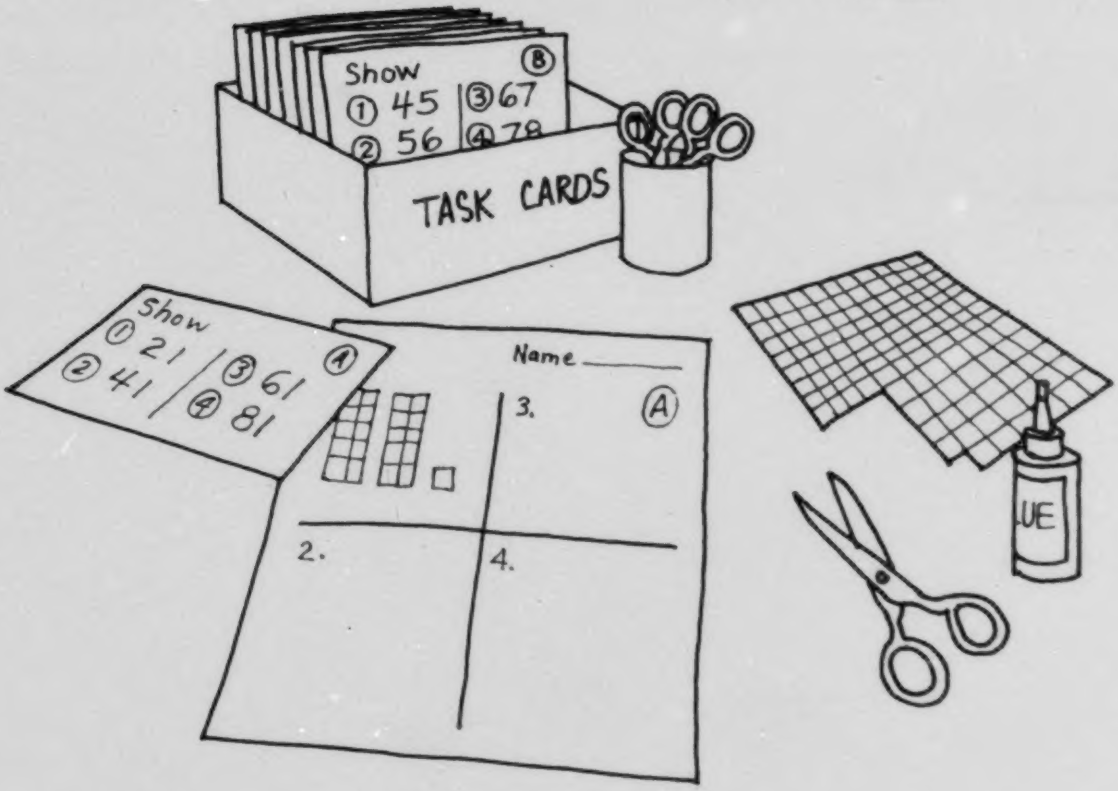
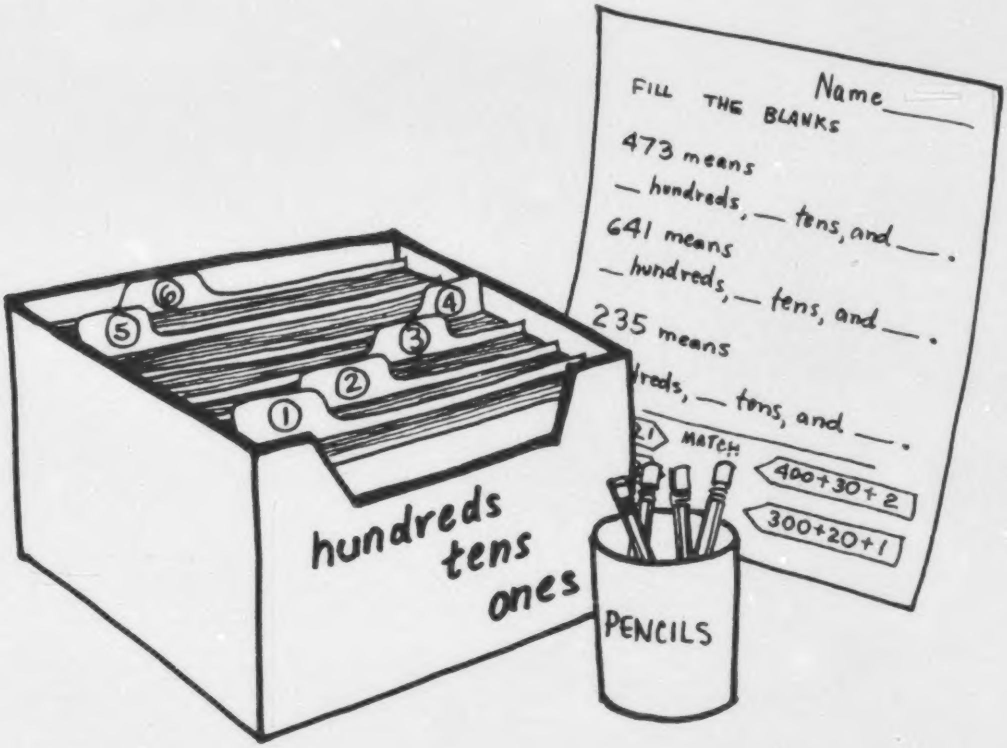

Show
B
① 45
② 56
③ 67
④ 78
TASK CARDS
Show
① 21
② 41
③ 61
④ 81
A
Name
3.
A
2.
4.
UE

Materials:	12 task cards on 3" x 5" index cards
	½" - square graph paper
	scissors
	glue
	box
	8½" x 11" paper for recording

Procedure: The child selects task card, records letter of task. Using graph paper the child cuts tens and ones to paste on recording paper.

Evaluation: Teacher correction

EXPANDED NOTATION

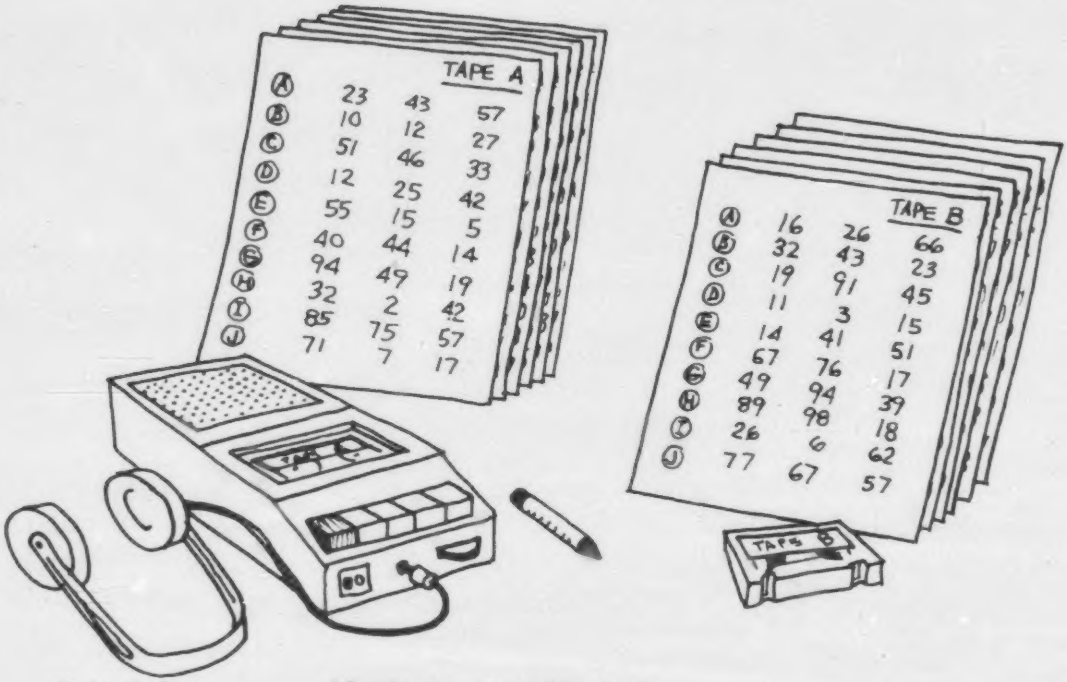

Name
FILL THE BLANKS
473 means
— hundreds, — tens, and — .
641 means
— hundreds, — tens, and — .
235 means
—dreds, — tens, and — .
MATCH
400+30+2
300+20+1
①
②
③
④
⑤
⑥
hundreds
tens
ones
PENCILS

Materials:	ditto worksheets manila folder for each worksheet box for dittos

Procedure: The child selects worksheet. Corrects work by answer key stapled inside manila folder.

Evaluation: Self-correcting

LISTENING


TAPE A
Ⓐ 23 43 57
Ⓑ 10 12 27
Ⓒ 51 46 33
Ⓓ 12 25 42
Ⓔ 55 15 5
Ⓕ 40 44 14
Ⓖ 94 49 19
Ⓗ 32 2 42
Ⓘ 85 75 57
Ⓙ 71 7 17
TAPE B
Ⓐ 16 26 66
Ⓑ 32 43 23
Ⓒ 19 91 45
Ⓓ 11 3 15
Ⓔ 14 41 51
Ⓕ 67 76 17
Ⓖ 49 94 39
Ⓗ 89 98 18
Ⓘ 26 6 62
Ⓙ 77 67 57
TAPE B

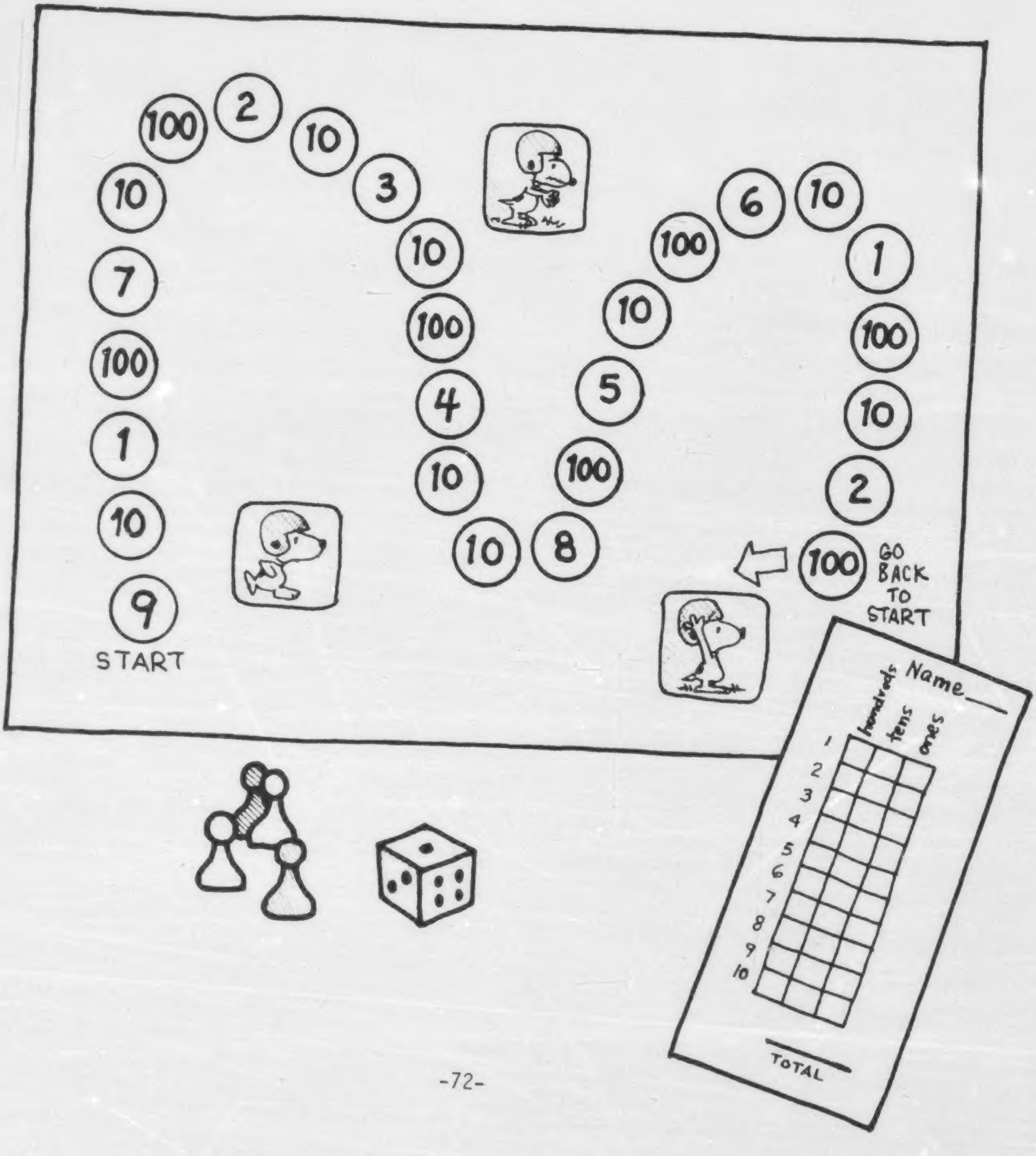
Materials:

- 15 minute cassette tape
- tape recorder
- 6 worksheets per tape
- colored tag 9" x 12" to mount worksheets
- clear contact to cover worksheets
- wax marking pencils

Procedure: The child takes a worksheet that matches the tape. The tape gives the expanded form of the number and the child circles the correct numeral. The tape may be self-correcting at end of exercise.

Evaluation: Self-correcting

SNOOPY'S FOOTBALL GAME


9
START
10
1
100
7
10
100
2
10
3
10
100
4
10
10
8
100
5
10
100
6
10
1
100
10
2
100
GO BACK TO START
Name
hundreds
tens
ones
1
2
3
4
5
6
7
8
9
10
TOTAL

Materials:

- 11" x 14" colored tag
- 11" x 14" cardboard
- 1 die
- 4 game markers
- Snoopy stickers
- ditto score sheets

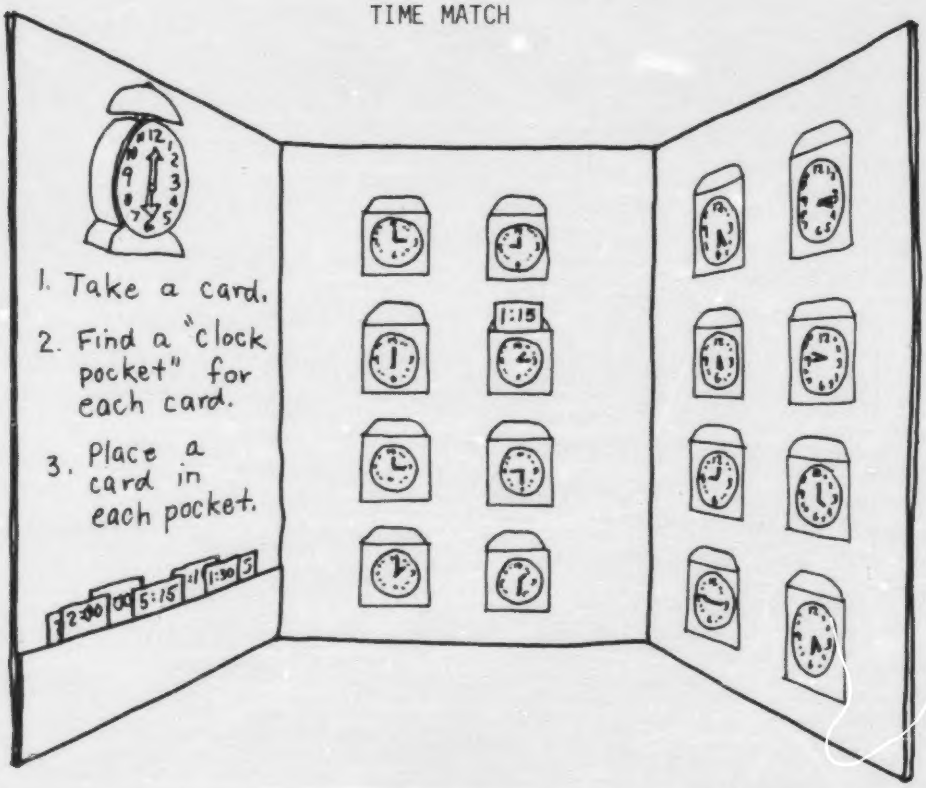
Procedure: Each player has a marker, score sheet, and pencil. All markers are placed at START. The first player rolls a die, moves the designated number of spaces, records the number of points on score sheet. The game continues until each player has ten turns. The objective is to have the highest total of points shown as ____hundreds, ____tens, and ____ones.

Evaluation: Teacher observation and/or score sheet correction

TIME CENTER

Purpose of Center: To reinforce concepts of time.

TIME MATCH


1. Take a card.
2. Find a "clock pocket" for each card.
3. Place a card in each pocket.
2:00
5:15
1:30
1:15

Materials:

3 12" x 26" pieces of cardboard

3 12" x 26" pieces of tag (to cover cardboard)

1 roll 1½" mystik tape to hinge cardboard sections and bind edges

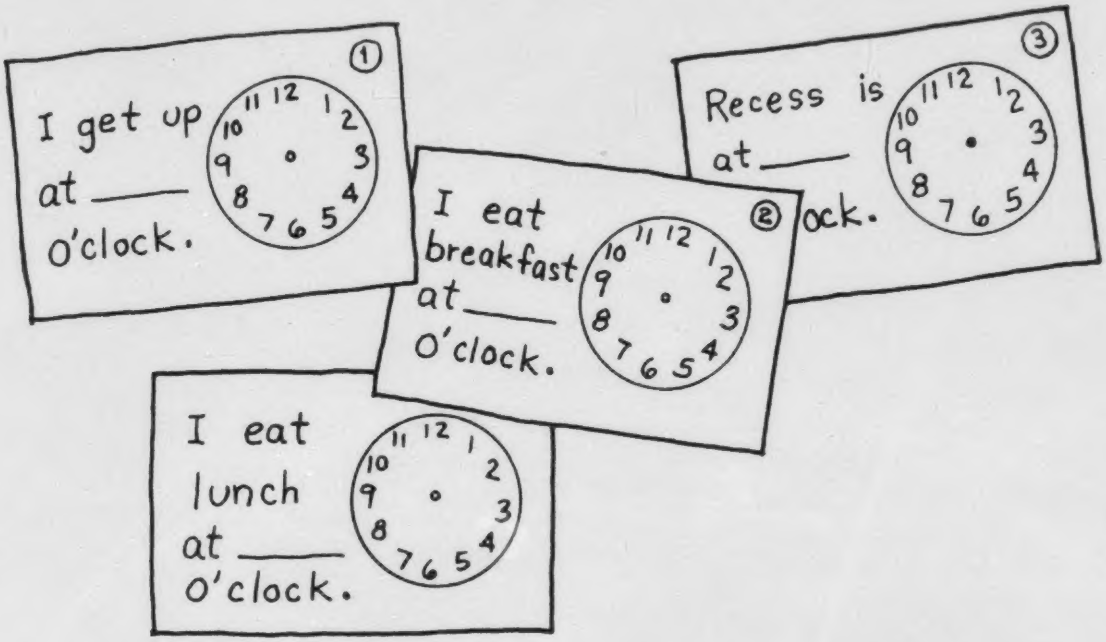
16 library pockets

16 3" x 5" cards

Procedure: The child takes the 3" x 5" cards from the large pocket and places them in the matching library pockets.

Evaluation: May be self correcting by drawing a matching clock on back of each 3" x 5" card, or may be evaluated by teacher observation.

CLOCK CARDS


①
I get up at ___ O'clock.
12 1 2 3 4 5 6 7 8 9 10 11
②
I eat breakfast at ___ O'clock.
12 1 2 3 4 5 6 7 8 9 10 11
③
Recess is at ___ O'clock.
12 1 2 3 4 5 6 7 8 9 10 11
I eat lunch at ___ O'clock.
12 1 2 3 4 5 6 7 8 9 10 11

Materials: 12 (or more) 5" x 7" cards. These must be laminated, covered with contact paper, or placed in a plastic sleeve.

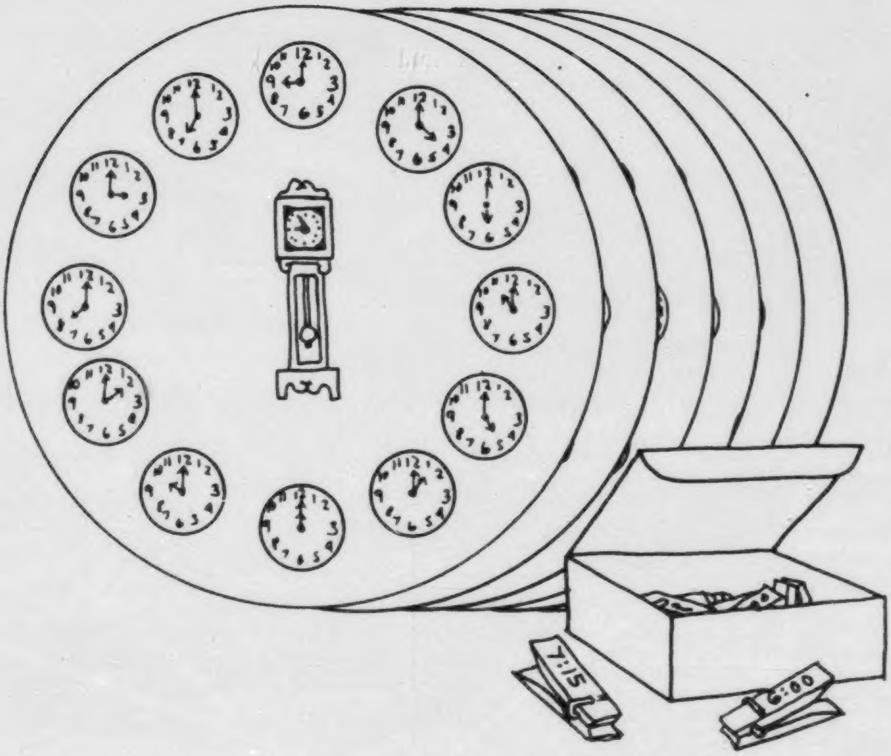
Wax marking pencils

Small squares of acrylan carpeting for erasing.

Procedure: This is an independent activity. The child reads the sentence on each card, fills in the blank, and draws the hands on the clock to correspond with completed sentence.

Evaluation: Teacher observation

PINWHEELS



Materials: 6 14" cardboard circles
(may be covered with tag for color)

72 spring clothespins
(these are separated into six sets of twelve)

Procedure: Four of the six circles deal with a different time concept (time on the hour, the half hour, quarter past the hour, and quarter to the hour). The remaining two circles provide mixed practice.

The child clips the clothespin to the corresponding clock on the circle.

Evaluation: May be self correcting by printing the twelve answers on back of each circle, or the evaluation may be done by teacher observation.

GIVE ME A HAND

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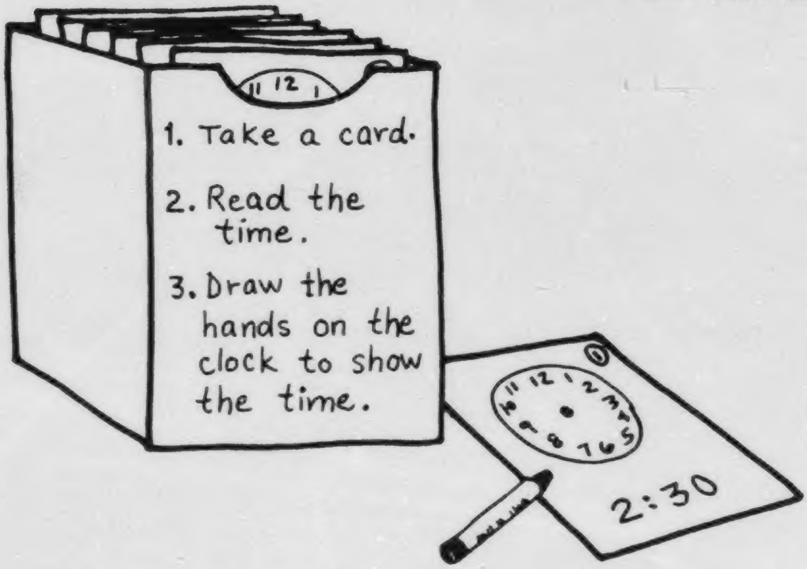
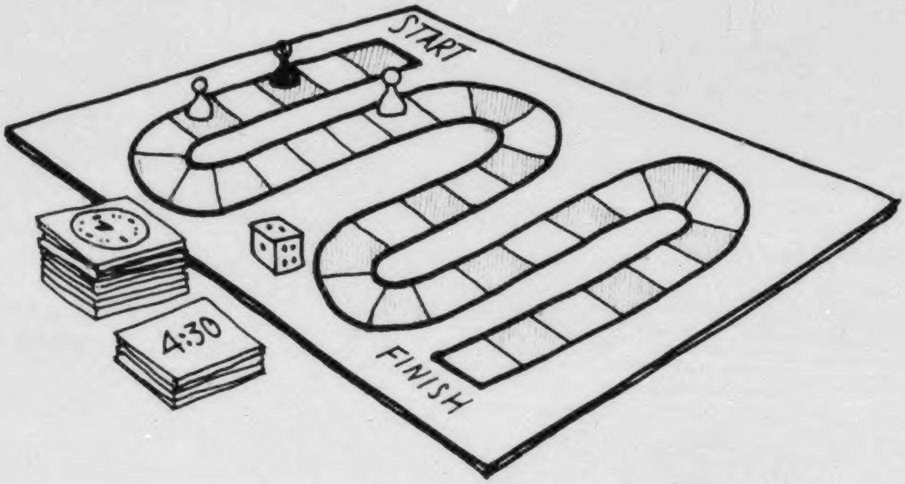

11 12 1
1. Take a card.
2. Read the time.
3. Draw the hands on the clock to show the time.
11 12 1 2 3 4 5 6 7 8 9
2:30

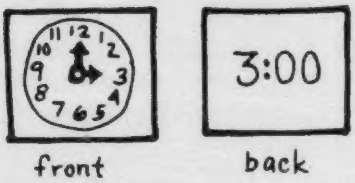
Materials:	24 5" x 7" cards --	12 showing time on the hour 12 showing time on the half hour. These may vary according to individual needs. The cards should be laminated or contacted.
	Wax marking pencils	
	Small squares of acrylan carpeting for erasing.	

Procedure: This is an independent activity. The child takes a card, reads the time printed on it, and draws the hands on the clock to correspond with that time.

Evaluation: This may be a self correcting activity by providing a master key, or evaluation may be done by teacher observation.

RACE OF TIME





Materials: 2 game boards

32 3" x 4" cards

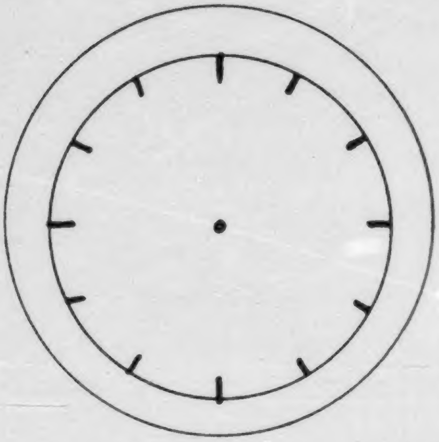
1 die

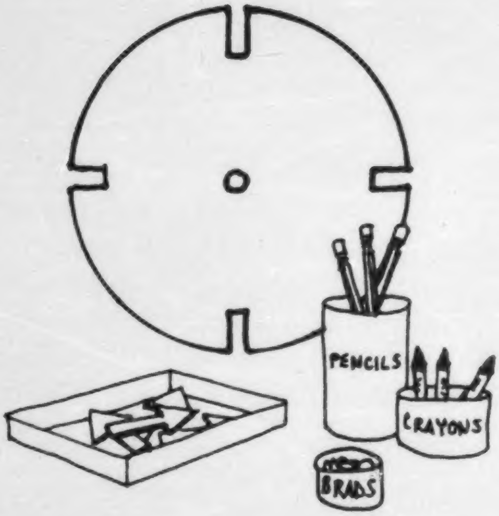
Markers -- 1 for each child

Procedure: 2 to 4 children may participate. The cards are placed clock side up. The markers are placed at "start". The child picks the top card and says the time shown. He turns the card over to check his response. If he is correct he rolls the die and moves his marker accordingly. The first player to reach "end" wins the game.

Evaluation: Self-correcting or teacher observation

THE CLOCKSHOP





Materials:

1 9" paper plate with ½ hour and center positions cut out. The children use this as a pattern to mark their clocks.

9" paper plates

4" tagboard minute hands

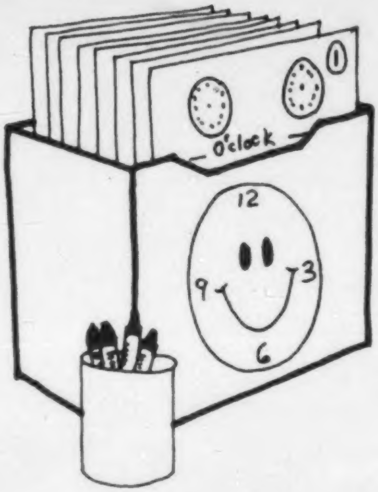
2½" tagboard hour hands

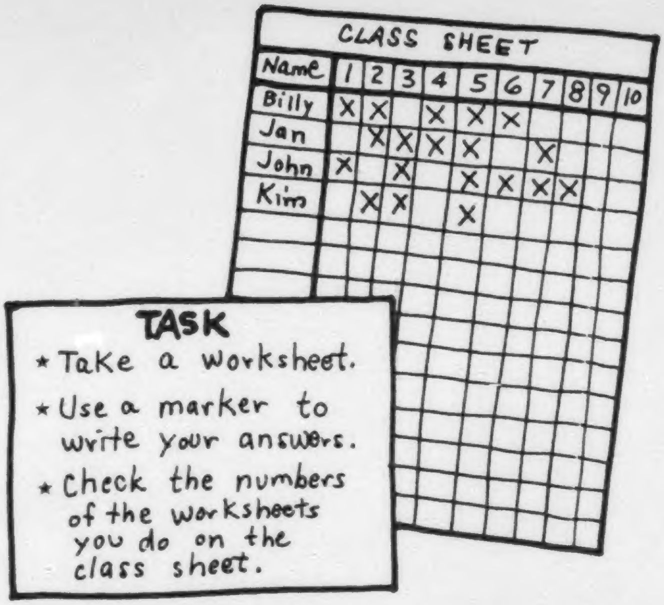
brass paper fasteners, paper, crayons

Procedure: The child uses the pattern plate to mark the position of the numerals and center on his plate. He draws the numerals on the plate with a crayon. A pencil is used to punch a hole in the center of the plate; a paper fastener is used to attach the hands of the clock through the hole.

Evaluation: Teacher observation

TIME SHEETS





CLASS SHEET

Name	1	2	3	4	5	6	7	8	9	10
Billy	X	X		X	X	X				
Jan		X	X	X	X		X			
John	X		X		X	X	X	X		
Kim		X	X		X					

TASK

- ★ Take a worksheet.
- ★ Use a marker to write your answers.
- ★ Check the numbers of the worksheets you do on the class sheet.

Materials: 20-30 worksheets about telling time

20-30 10" x 11" sheets of tagboard for backing

The worksheets may be laminated, covered with contact paper, or placed in plastic sleeves.

Wax marking pencils

Procedure: The child works on a number and selection of worksheets which has been decided by the teacher to meet his needs. A wax marking pencil is used to record the answers..

Evaluation: An answer key may be provided for the child to correct his own work, or the teacher may prefer to correct it.

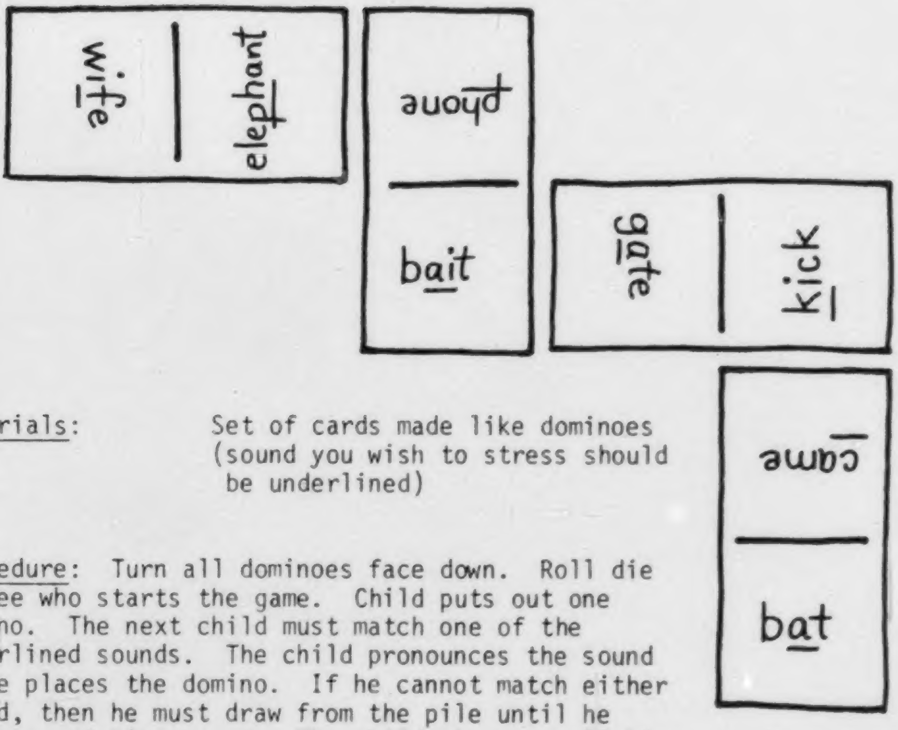
INTERMEDIATE LEARNING CENTERS

Each model center is planned to accommodate an average class-size of thirty children. The teacher may wish to use all or part of the activities to meet the needs of her particular schedule. Refer to the section on classroom scheduling. As few as four or as many as eight activities are suggested for each model center.

WORD ATTACK SKILLS CENTER

Purpose of Center: To provide the child with activities that stress word attack skills.

PHONIC DOMINOE

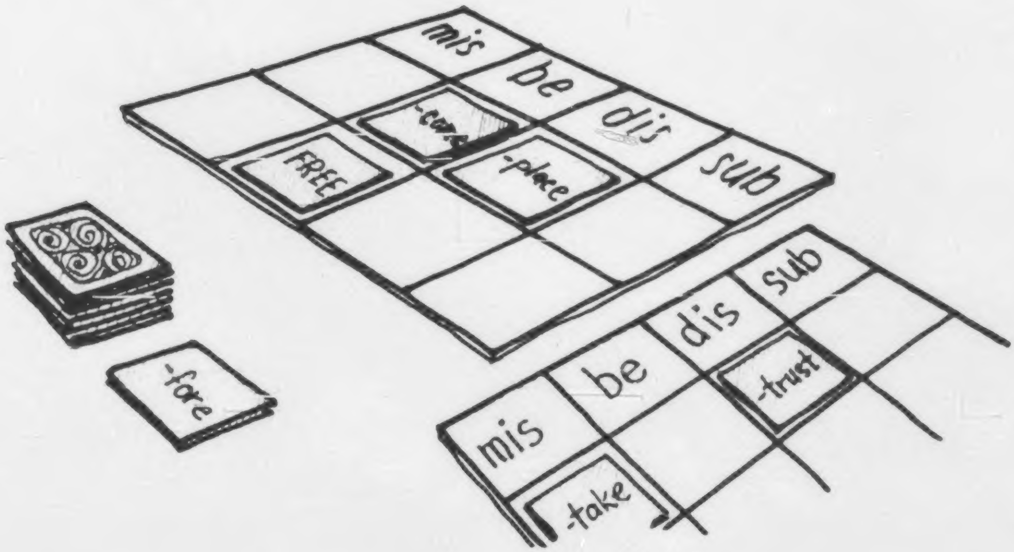


Materials: Set of cards made like dominoes (sound you wish to stress should be underlined)

Procedure: Turn all dominoes face down. Roll die to see who starts the game. Child puts out one domino. The next child must match one of the underlined sounds. The child pronounces the sound as he places the domino. If he cannot match either sound, then he must draw from the pile until he finds a matching sound. The child who uses all his tiles first wins the game.

Evaluation: Teacher observation or participation

PREFIX GAME



Materials: 6 prefix boards 9" x 12"

root word cards 2½" x 3"
(at least six root words for each prefix)

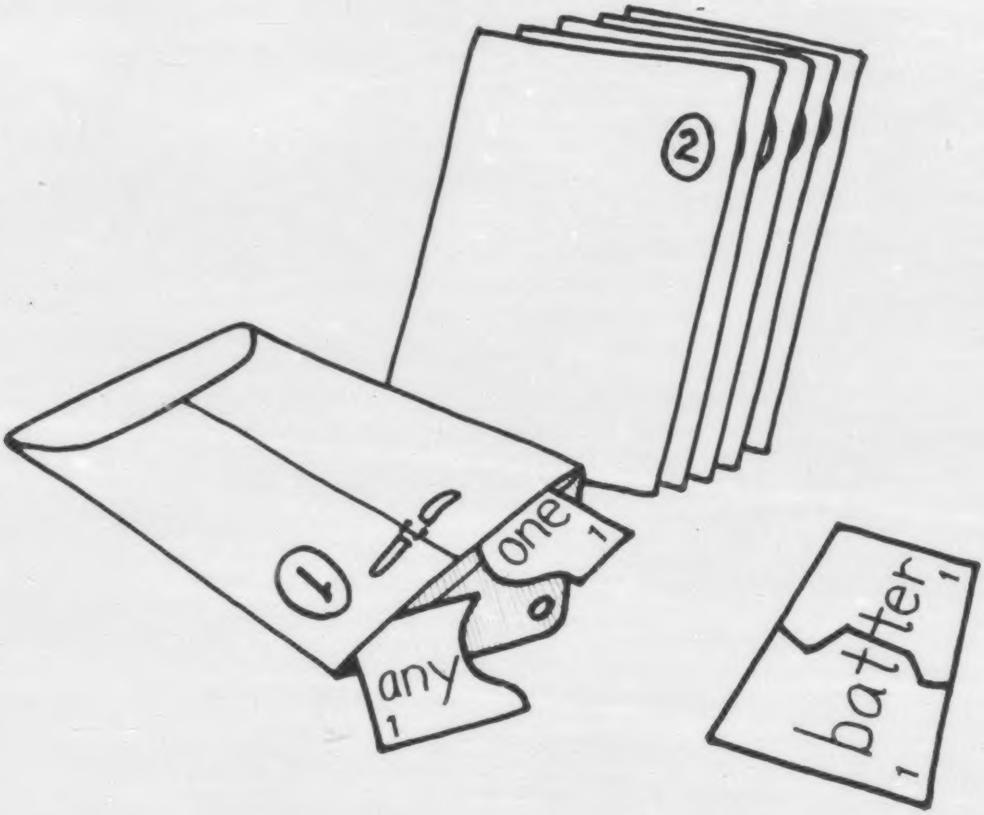
8 FREE cards 2½" x 3"

Contact paper for boards

Procedure: Shuffle cards and place in center of table. Each child will take a prefix board. The child will draw a card and see if the word connects with his prefix. If it does, he places the word card under the correct prefix. If it does not make a word, he discards the card. When the child draws a FREE card, he may place this card anywhere on his prefix board. He may not move the FREE card once it has been placed. The child who fills his card first wins the game.

Evaluation: Teacher observation or participation An answer key may be provided.

JIG-SAW SYLLABLES **BEST COPY AVAILABLE**



Materials: 6 manila envelopes 5" x 7½"

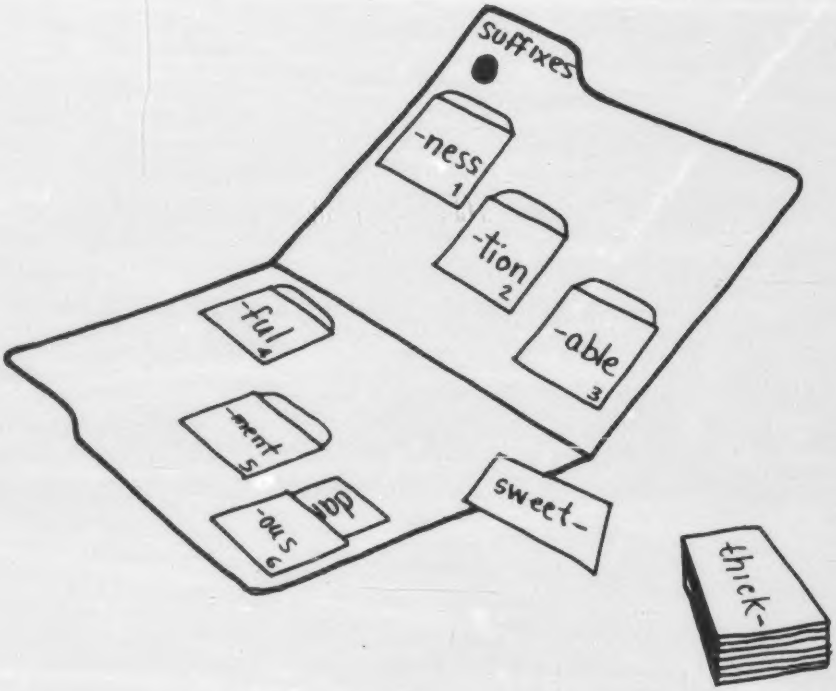
15 word cards (cut into syllables) for each envelope

ditto sheets

Procedure: Each child takes a manila envelope and places the puzzle pieces on the table. As the child constructs a word, it is written down on the ditto sheet. This activity can be made into a game. The child who completes his worksheet first is the winner.

Evaluation: Teacher observation The word cards and manila envelopes should be number or color coded for easy refiling.

FIND THE SUFFIX


Suffixes
-ness 1
-tion 2
-able 3
-ful 4
-ment 5
-ous 6
sweet-
thick-

Materials: 6 manila folders

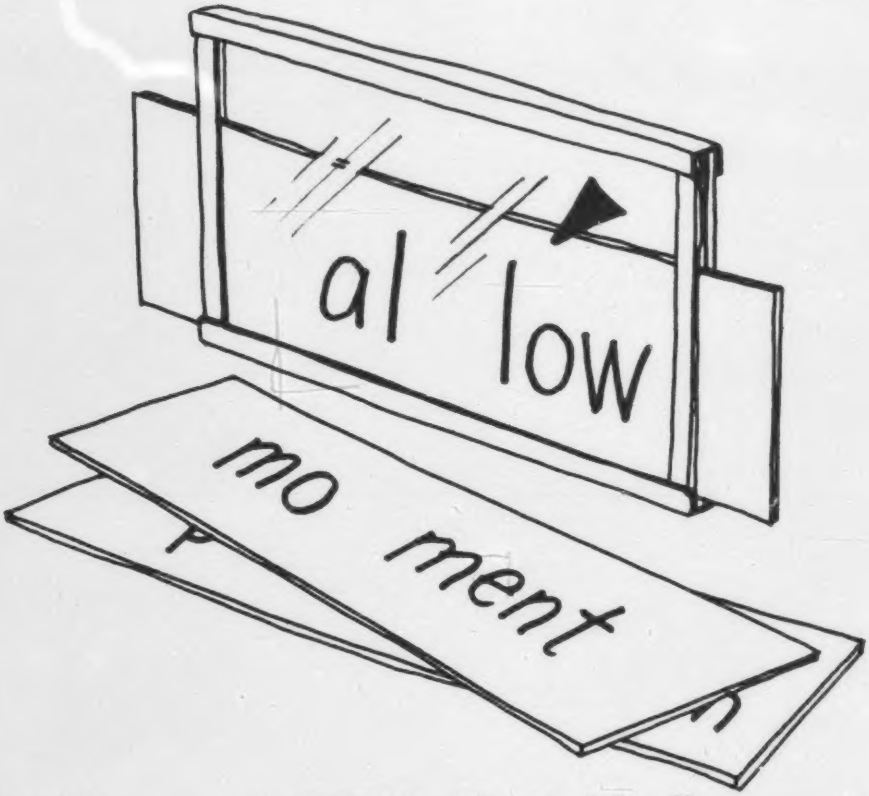
36 library book pockets

Set of word cards for each folder
(at least six root words for each suffix)

Procedure: The child will take a suffix folder and a deck of cards. The child will read the root word and place it into the correct library pocket. If the root word does not connect with a suffix, then the child discards the card.

Evaluation: Self correcting On the back of each word card will be the number of the correct library pocket.

ACCENT WINDOWS



Materials:

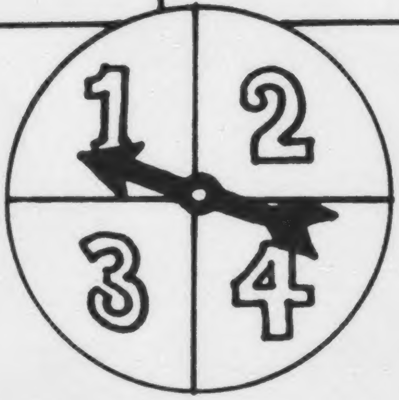
- 6 pieces of cardboard 3½" x 5"
- 6 pieces of acetate 3½" x 5"
- mystik tape
- word strips 3" x 8"

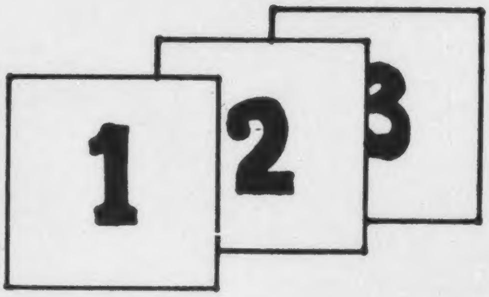
Procedure: The teacher or group leader gives each child a word strip. The child says the word and puts the word strip into the acetate holder, placing the accent on the correct syllable.

Evaluation: Self-correcting On the back of each word strip, the correct syllable will be marked.

1 - 2 - 3 - 4 NUMBER GAME

doesn't	I'd	we're	hadn't
let's	won't	we'll	isn't
we're	he's	aren't	they'll
I've	don't	she'd	you'd





Materials: 6 word cards 8" x 8"

128 number chips 1½" x 1½"

1 spinner

Distribution of Number Chips: 32 blue chips marked #1

32 green chips marked #2

32 brown chips marked #3

32 yellow chips marked #4

Procedure: Each child has 16 number chips (four of each color). Each contraction is covered with a number chip. First player spins, if he spins a #2 then he may remove a #2 chip. The child must say the contraction and the two words which form the contraction. This procedure continues until all the number chips have been removed. Should a player fail to give the right answer, then he loses that turn and the number chip remains on the board. If the child spins #4 and all his fours have been removed, then he forfeits that turn. The winner is the player who removes his number chips first.

Evaluation: Teacher observation

COMPREHENSION SKILLS CENTER

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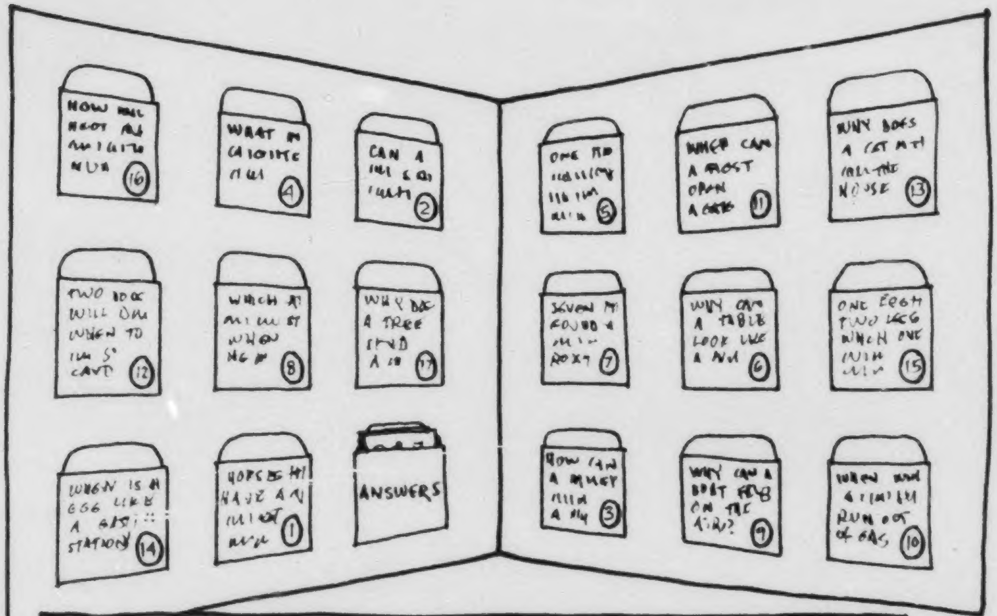
Purpose of Center: To provide reinforcement experiences with comprehension skills.

RIDDLE MATCH


16
4
2
5
11
13
12
8
17
7
6
15
WHEN IS AN EGG LIKE A GAS STATION 14
1
ANSWERS
3
9
RUN OUT OF GAS 10

TASK CARD

1. READ THE RIDDLES ON THE POCKETS.
2. FIND THE ANSWERS IN THE ANSWER CARD POCKET.
3. PUT THE ANSWER CARDS IN THE RIGHT POCKETS.
4. CHECK YOUR WORK BY SEEING THAT THE NUMBER ON THE POCKET, AND THE NUMBER ON THE ANSWER CARD MATCH.

Materials: 2 14" x 20" pieces of cardboard

2 14" x 20" pieces of colored tagboard to cover cardboard

1 roll of mystik tape for hinging the cardboard and binding the edges

18 library book pockets

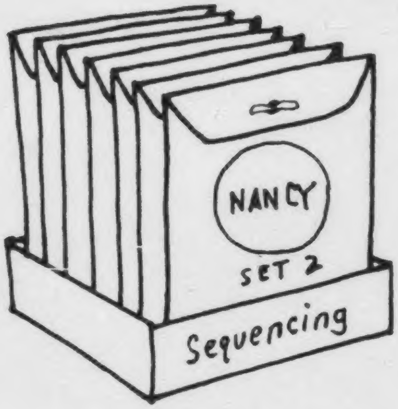
adhesive dots

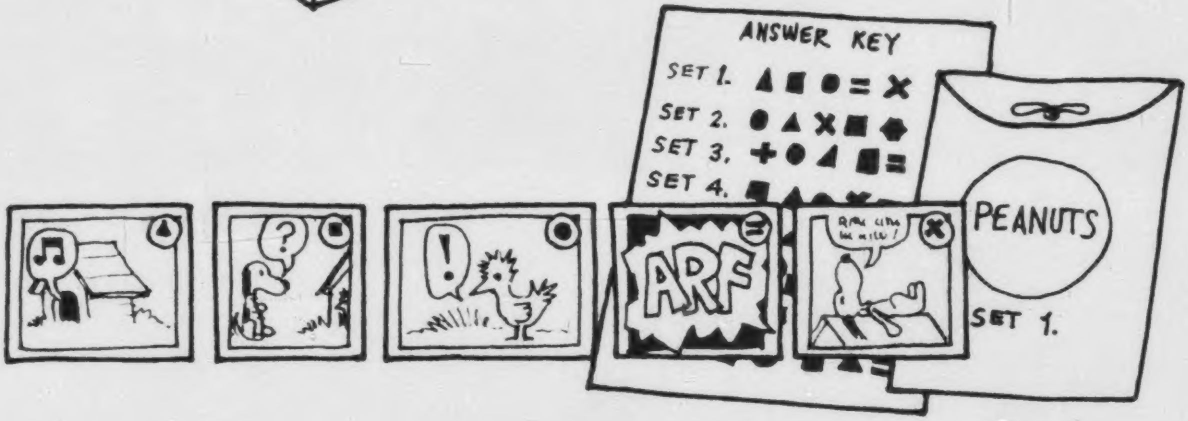
18 3" x 5" index cards

Procedure: One child reads the riddles on the library book pockets. Another child finds the answer to the riddle on one of the cards in the "Answer Pocket". The card is placed in the correct pocket.

Evaluation: Adhesive dots with numbers corresponding to the numbered dots on the library book pockets are placed on the backs of the answer cards, so the child is able to evaluate the activity.

COMICS SEQUENCE


NANCY
SET 2
Sequencing


ANSWER KEY
SET 1. ▲■●=✕
SET 2. ●▲✕■⬢
SET 3. ✚●◢■=
SET 4.
ARF
PEANUTS
SET 1.

Materials: Cartoon pictures which have been cut apart. These may be obtained from newspapers or comic books.

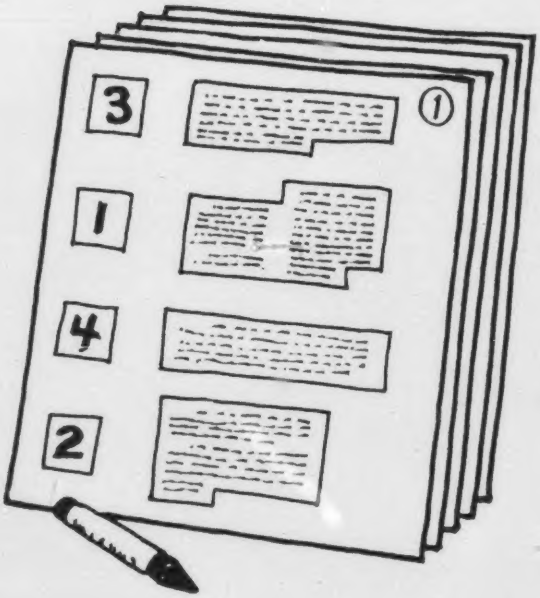
24 5" x 7½" envelopes

3" x 5" index cards for mounting comics

Procedure: The child arranges the cartoons in their correct sequence.

Evaluation: An answer key should be provided so that the activity is self correcting. Symbols work well as a coding system.

PARAGRAPH SEQUENCE



Materials: 24 9" x 12" pieces of tagboard or cardboard

24 stories -- cut into paragraphs

(These may be obtained from discarded texts, childrens magazines, or written by the teacher and students.)

24 plastic sleeves or clear contact to protect the materials

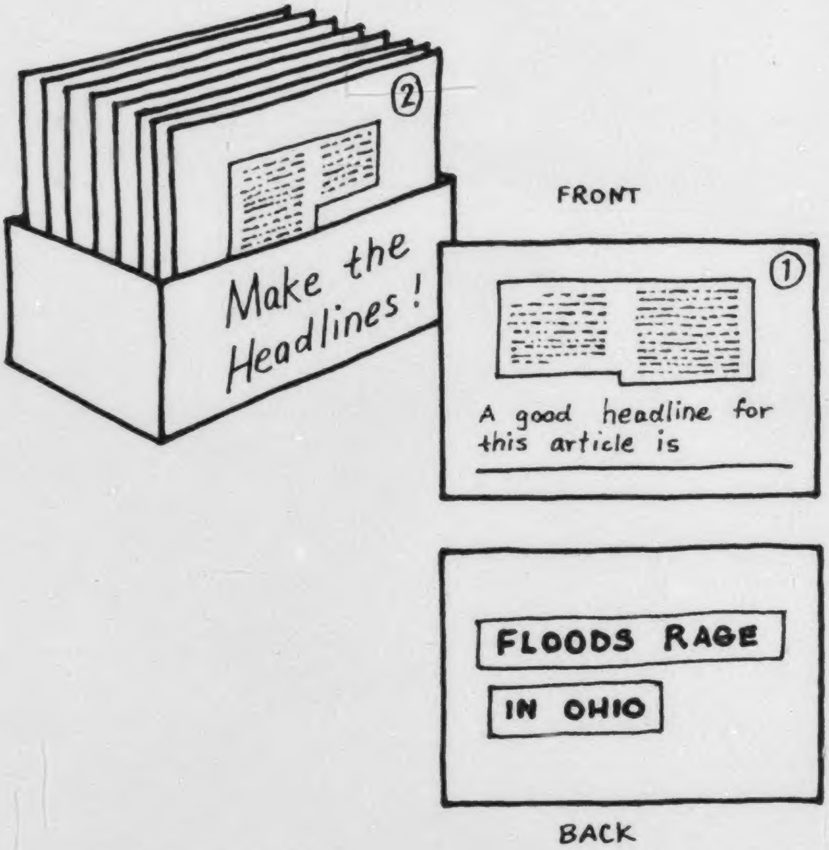
wax marking pencils

carpet squares for erasing

Procedure: The child reads the paragraphs and numbers them in correct sequence.

Evaluation: A correcting key may be provided or a key placed on the back of each card in order to make the activity self-correcting.

MAKE THE HEADLINES

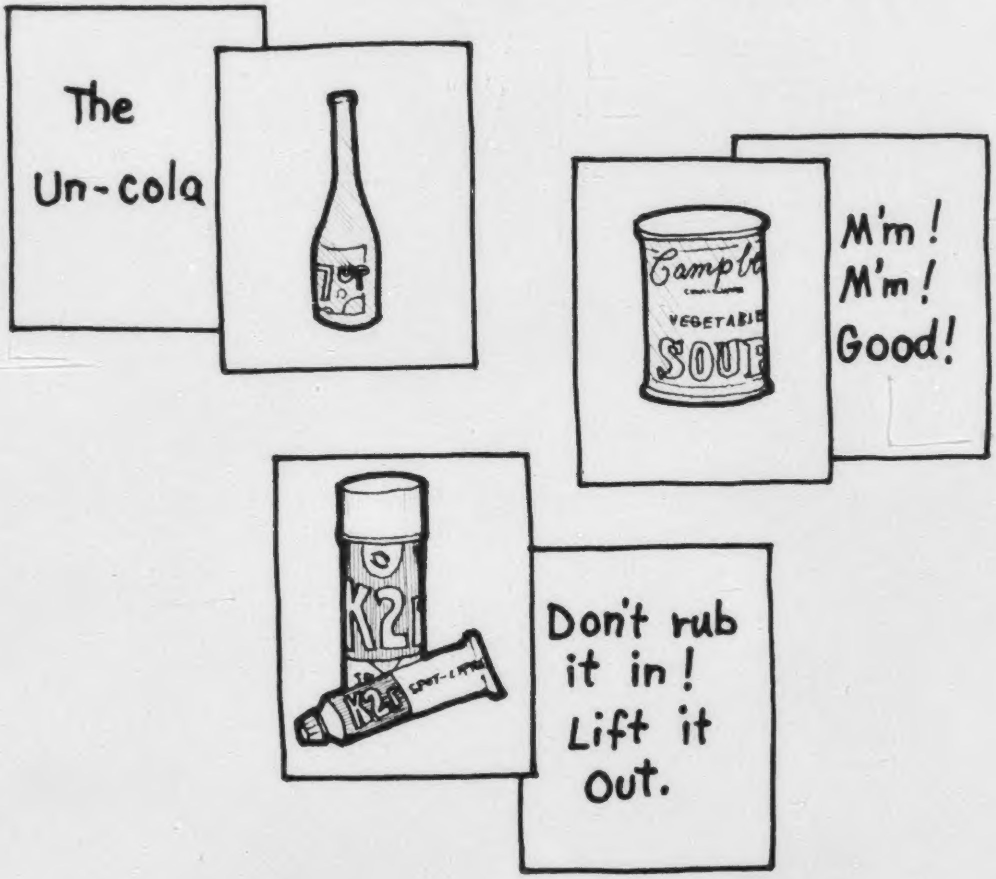

②
Make the Headlines!
FRONT
①
A good headline for this article is
FLOODS RAGE
IN OHIO
BACK

Materials:
- 24 6" x 8" cards
- newspaper articles
- wax marking pencils
- carpet squares for erasing

Procedure: The child reads the article on the card and then writes a headline for the article. The actual headline is attached to the reverse side of the card.

Evaluation: Student evaluated

"AD CONCENTRATION"


The Un-cola
7up
Campbell
VEGETABLE
SOUP
M'm! M'm! Good!
K2r
SPOT-LIFTER
K2-r
Don't rub it in! Lift it out.

Materials: 30-40 3" x 5" cards

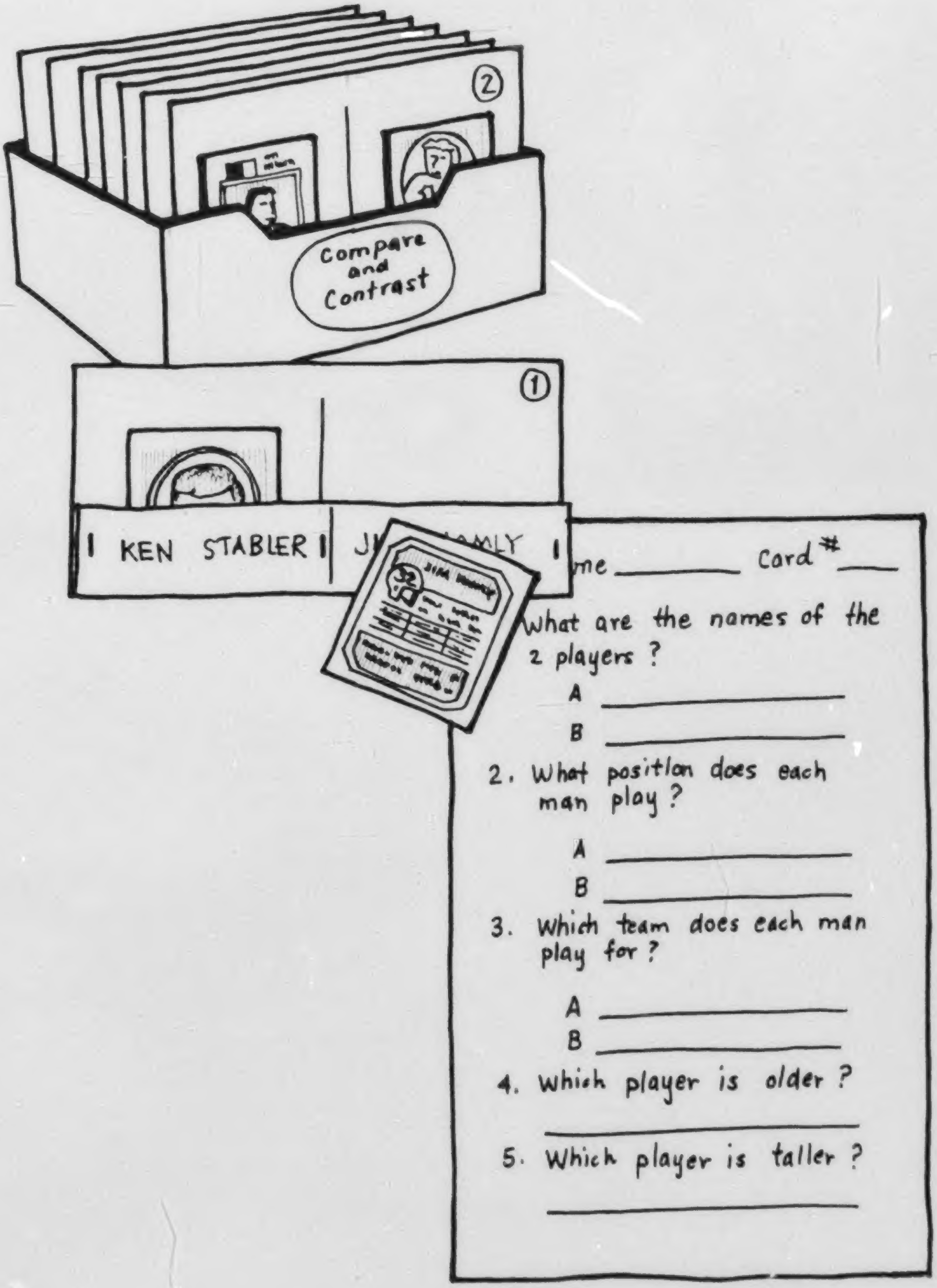
labels from products, magazine advertisements, etc.

glue

Procedure: The cards are placed face down on a table or the floor. The first player turns over any two cards; if they are a match he keeps them and continues to play until he misses. The player with the most cards at the end of the game is the winner.

Evaluation: Student evaluation or teacher observation

PLAYER CONTRAST


②
Compare and Contrast
①
KEN STABLER
JI AMLY
32

me ________ Card # ____

What are the names of the 2 players ?

A ________________

B ________________

2. What position does each man play ?

A ________________

B ________________

3. Which team does each man play for ?

A ________________

B ________________

4. Which player is older ?

____

5. Which player is taller ?

____

Materials: 24 baseball, football, or basketball cards. (These can be purchased from variety stores, markets, or vending machines.)

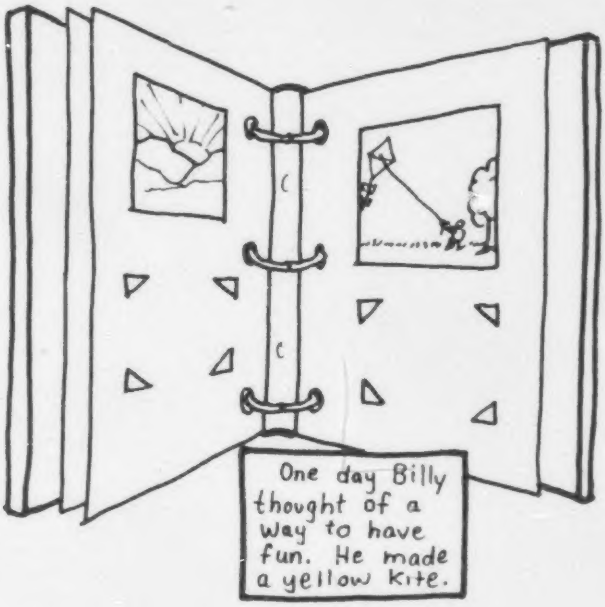
12 5" x 8" plain index cards (These are folded and stapled 1½" from the bottom to make a pocket in which to place the player cards.)

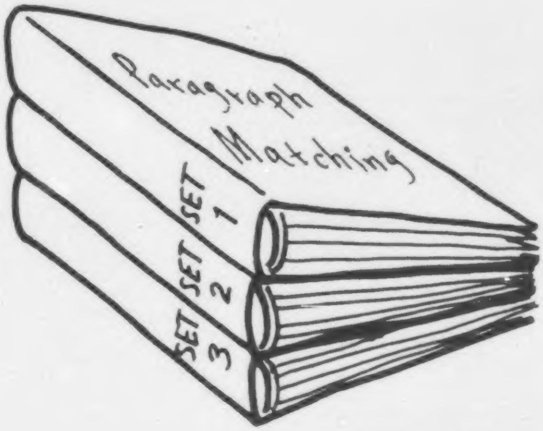
adhesive dots for coding

Procedure: The child takes a pocket from the set. He reads the questions, locates the answer on the backs of the cards, records the information on the answer sheet.

Evaluation: An answer key is provided so the activity is self correcting.

WHAT'S THE STORY


One day Billy thought of a way to have fun. He made a yellow kite.


Paragraph Matching
SET 1
SET 2
SET 3

Materials: 4 ring binders or manila folders

pictures from magazines and newspapers

tagboard or construction paper for mounting pictures

3" x 5" index cards

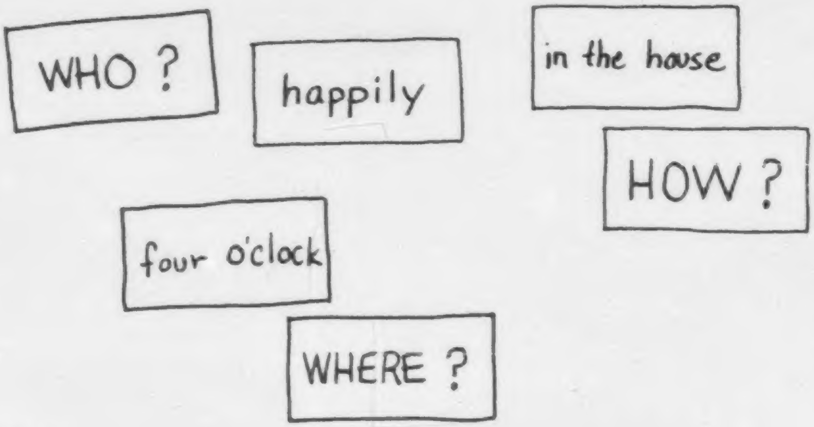
corner mounts

4 5" x 8" envelopes for holding story cards

Procedure: The child reads the paragraph on the index card, finds the picture that the paragraph tells about, and fits the card in the corner mounts under the picture.

Evaluation: The pictures and cards may be coded so that the activity is self-correcting.

QUESTION MATCH


WHO ?
happily
in the house
HOW ?
four o'clock
WHERE ?

Materials:

5 phrase cards telling WHO
5 phrase cards telling WHAT
5 phrase cards telling WHERE
5 phrase cards telling WHEN
5 phrase cards telling WHY
5 phrase cards telling HOW

60 2¼" x 3½" cards

The distribution is as follows:

5 question cards asking WHO
5 question cards asking WHAT
5 question cards asking WHERE
5 question cards asking WHEN
5 question cards asking WHY
5 question cards asking HOW

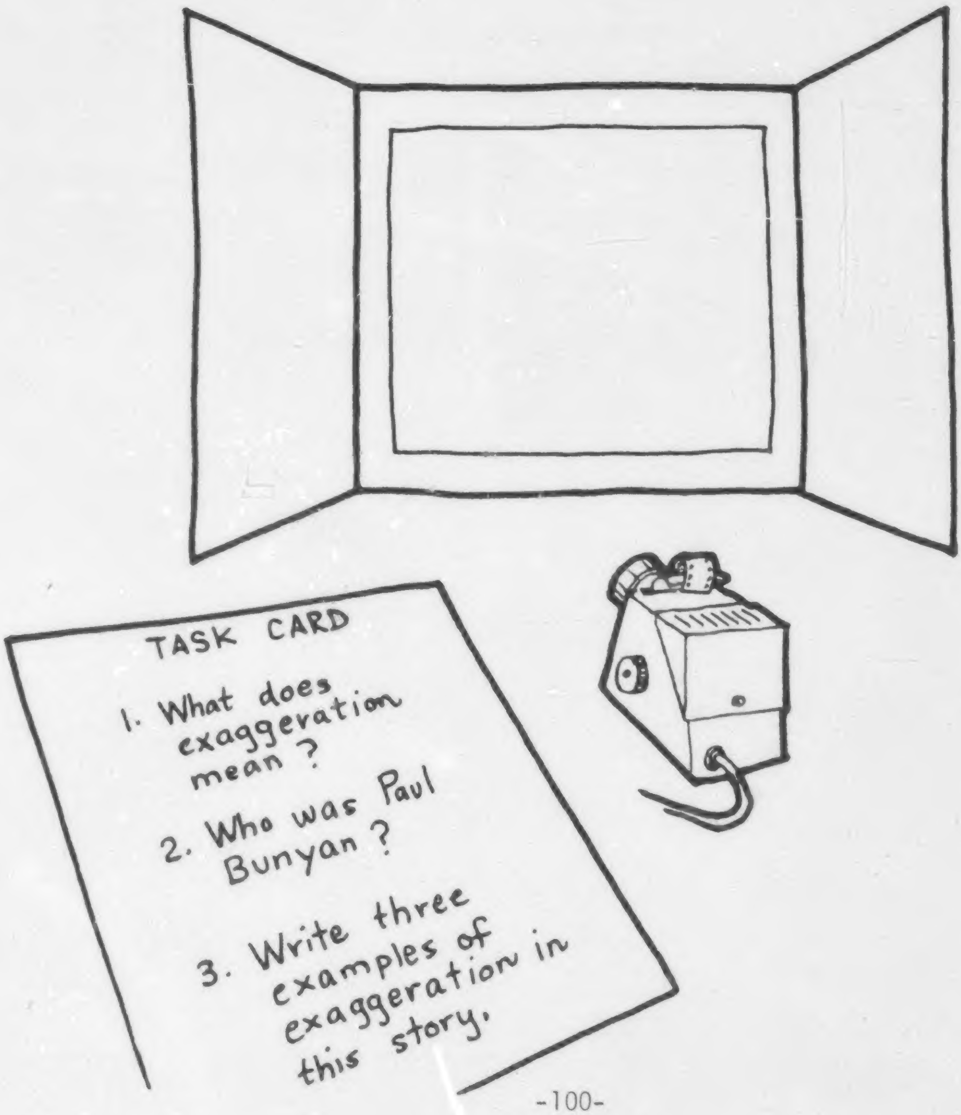
Procedure: Two to four children may participate in the game. The cards are shuffled and five are placed face up in the center of the table. The first player examines the five cards to determine whether or not there is a match - a match being a phrase card that answers a question card. If there are matches, the child identifies them and picks them up, laying down other cards to fill their places. He then turns up a card from the top of the deck and determines if he can make a match. He may continue to turn up cards until he cannot make a match, in which case he places the card face up with the others. There must be five cards turned up as each player begins his turn. The player having the most cards at the end of the game is the winner.

Evaluation: Teacher observation or participation

TALL TALE CENTER

Purpose of Center: To provide children with the opportunity to read and enjoy tall tale stories.

VIEWING STATION



TASK CARD

1. What does exaggeration mean?
2. Who was Paul Bunyan?
3. Write three examples of exaggeration in this story.

Materials: 1 piece of cardboard 18" x 22"

2 pieces of cardboard 11" x 22"

1 piece of tagboard for back cover 18" x 22"

4 pieces of tagboard 11" x 18" for sides

1 piece of white tagboard 18" x 22" for viewing screen

Mystik tape 1½" wide for hinges

Contact paper (do not put on screen)

Filmstrip projector

Filmstrip

Pencils

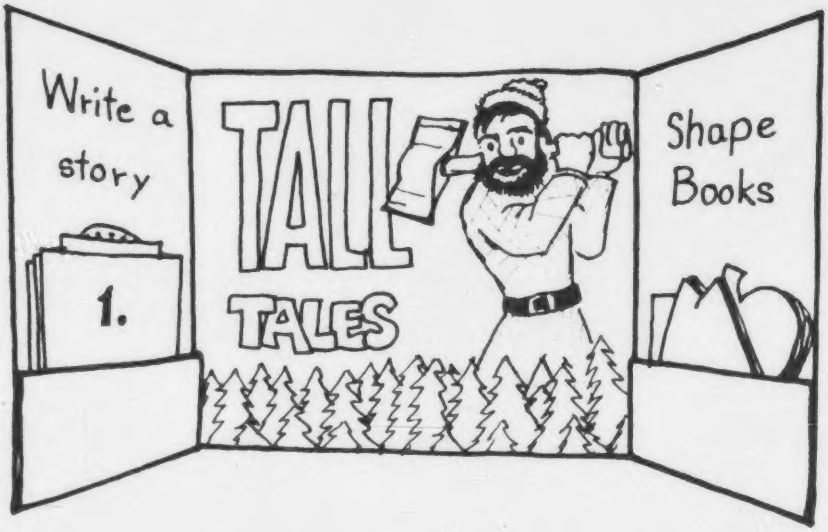
Paper

Task Cards (optional)

Procedure: Children will view filmstrip. Questions may be written on task cards or they may be asked orally.

Evaluation: Answer sheet or teacher observation

CREATIVE WRITING STATION


Write a story
1.
TALL TALES
Shape Books

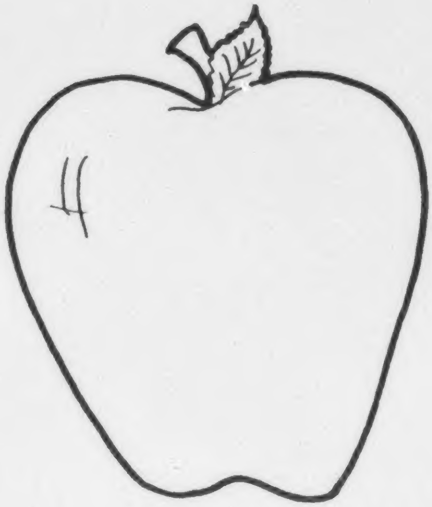
Materials:

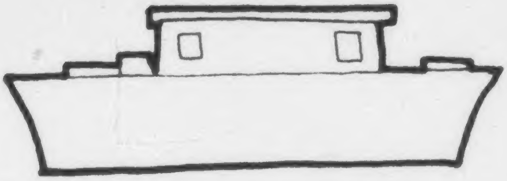
3 manila folders for story wheels
3 shape books
Pencils
Writing paper
Construction paper
Scissors

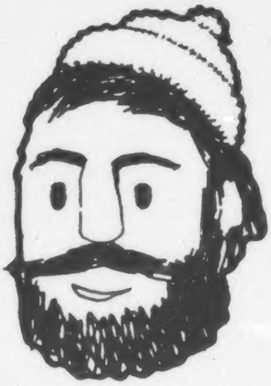
(See Fairy Tale Center)

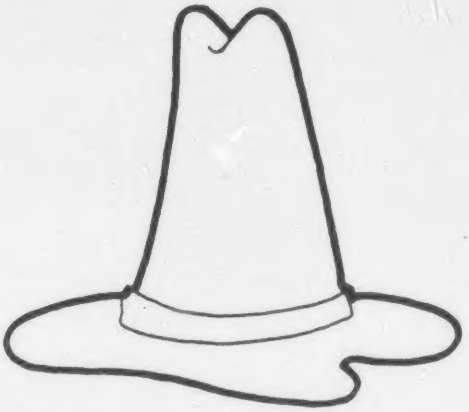
Procedure: Child will choose one creative writing activity. If the child choses to do a shape book, he must trace the pattern on his writing paper. After the story has been completed the child can make a shape folder for his story.

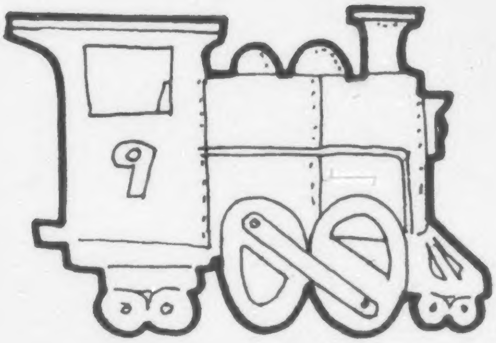
Evaluation: Teacher corrected.











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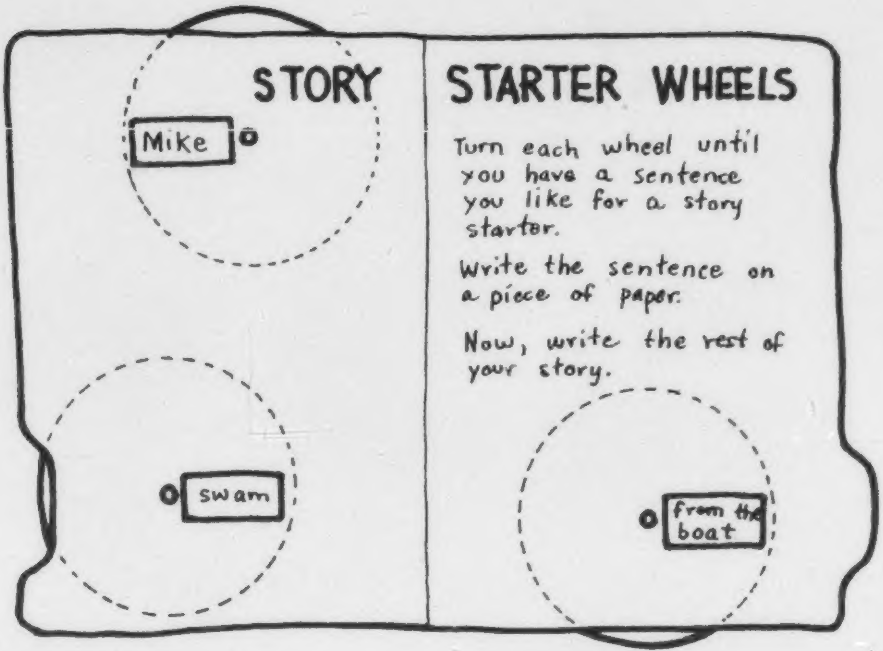


Turn each wheel until you have a sentence you like for a story starter.

Write the sentence on a piece of paper.

Now, write the rest of your story.

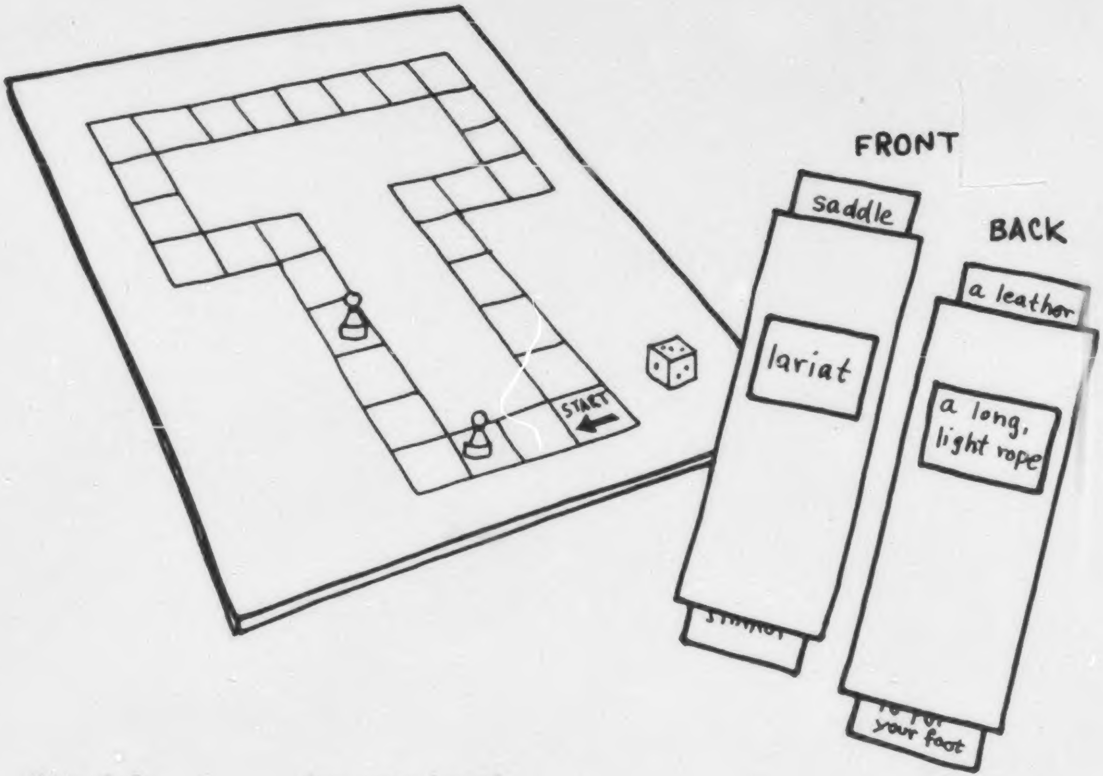
Story Starter Wheels

Make three 5" circles. Make three windows 2" by 3/4" (see drawing for placement of windows).

Use one inch brads to mount circles to manila folder.

On top wheel put noun phrases. On middle wheel put verb phrases and on last wheel put prepositional phrases and/or objects.

GAME STATION


FRONT
saddle
lariat
BACK
a leather
a long, light rope
START
your foot

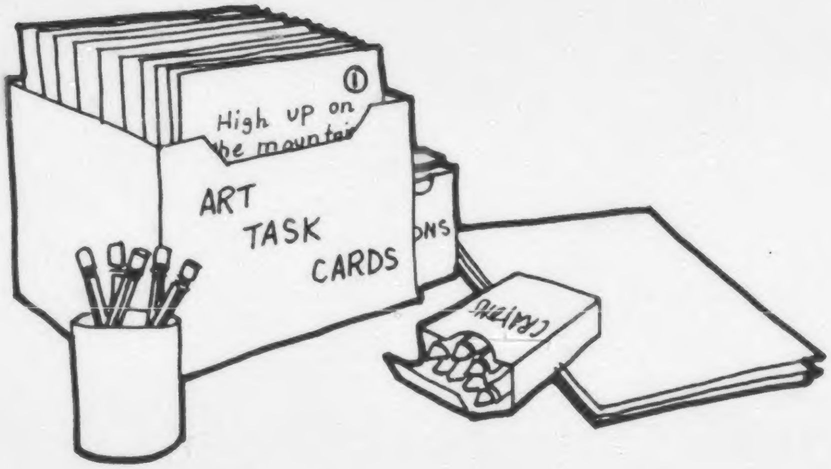
Materials:

One game board
Vocabulary cards
Markers
Dice
3 pocket windows
Word strips

Procedure: Children will roll the die to see who starts the game. The child looks at the first word in his window and must pronounce it correctly and give a definition. The definition will be written on the back window. If he is correct, he will roll the die and move the corresponding number of spaces. If the child is incorrect, he loses his turn. The child who reaches the finish line wins the game.

Evaluation: Teacher observation or participation

ART STATION


①
High up on the mountain
ART TASK CARDS
ONS
CRAYONS

Materials: Pencils

Crayons

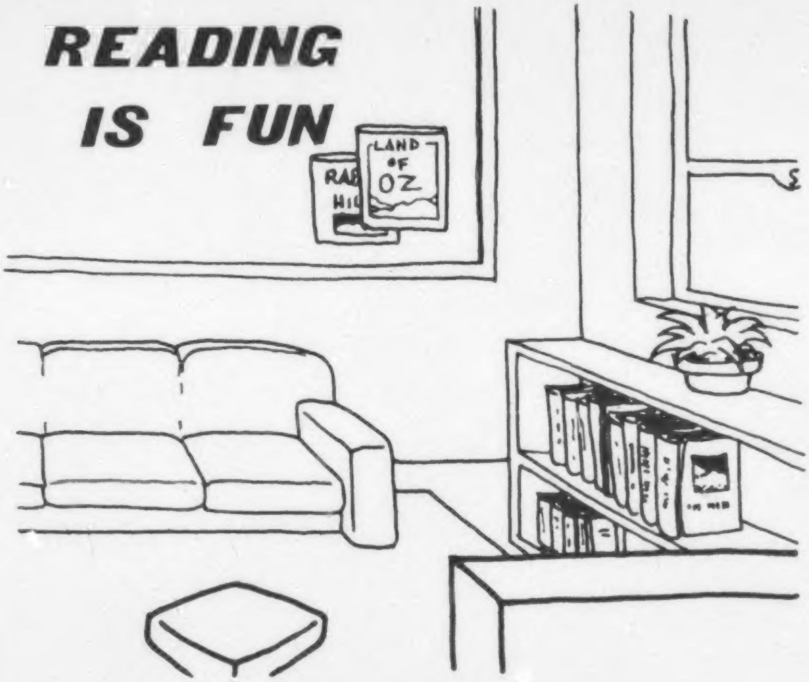
Construction paper 12" x 18"

Task Cards

Procedure: Child will take one art task card from the box. On the task card will be written a descriptive scene from one of the tall tale stories. The child will illustrate the scene he has chosen.

Evaluation: Teacher observation

FREE READING STATION


READING
IS FUN
LAND OF OZ
RAB
HI

READING CENTER

Materials:

- Books
- Table
- Rug (if possible)
- Couch or chair (if possible)
- Pillows (if possible)

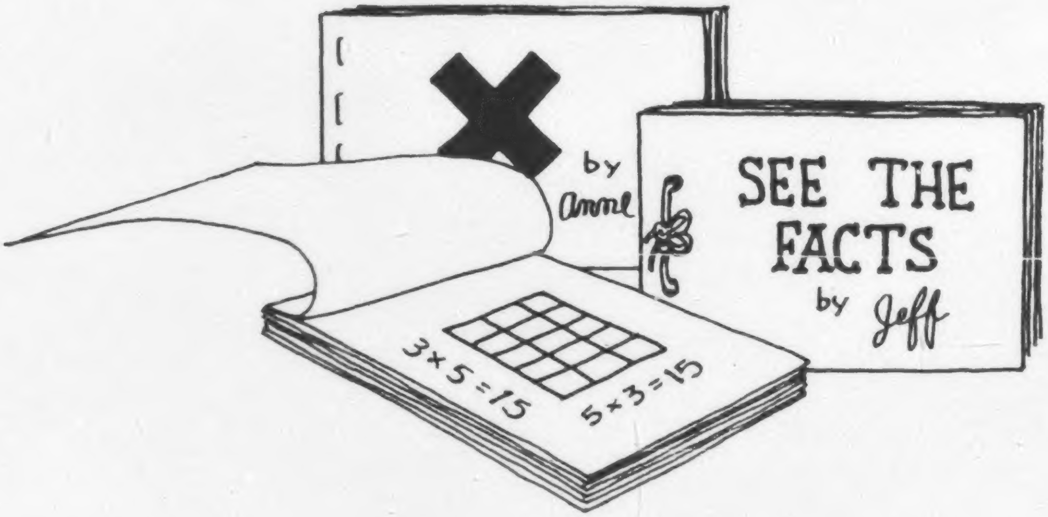
Procedure: Child will pick a book from the shelf to read.

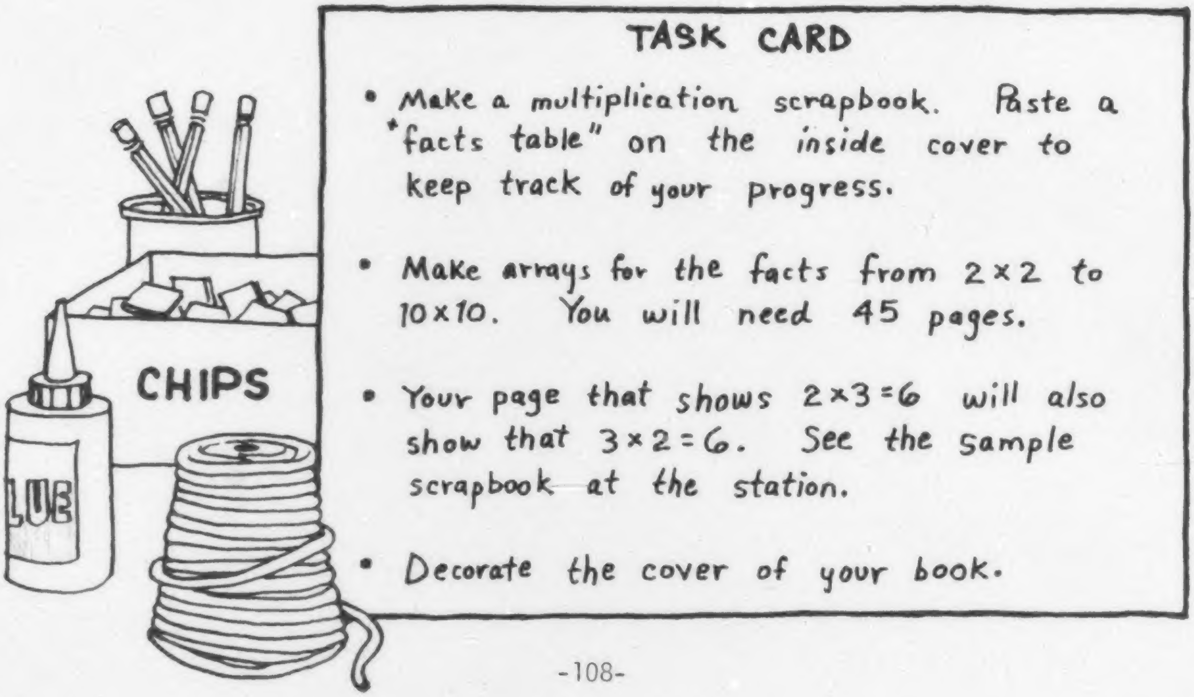
Evaluation: Need not be evaluated.

MULTIPLICATION CENTER

Purpose of Center: To provide reinforcement activities for multiplication facts

MULTIPLICATION ARRAYS





TASK CARD

- Make a multiplication scrapbook. Paste a "facts table" on the inside cover to keep track of your progress.
- Make arrays for the facts from 2×2 to 10×10. You will need 45 pages.
- Your page that shows 2×3=6 will also show that 3×2=6. See the sample scrapbook at the station.
- Decorate the cover of your book.

Facts Table

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Mark off each fact as you show it in your scrapbook.   Name ____________________

×	2	3	4	5	6	7	8	9	10
2	4	•	•	•	•	•	•	•	•
3	6	9	•	•	•	•	•	•	•
4	8	12	16	•	•	•	•	•	•
5	10	15	20	25	•	•	•	•	•
6	12	18	24	30	36	•	•	•	•
7	14	21	28	35	42	49	•	•	•
8	16	24	32	40	48	56	64	•	•
9	18	27	36	45	54	63	72	81	•
10	20	30	40	50	60	70	80	90	100

Materials: Construction paper

Paper Chips ½" square

Pencils

Glue

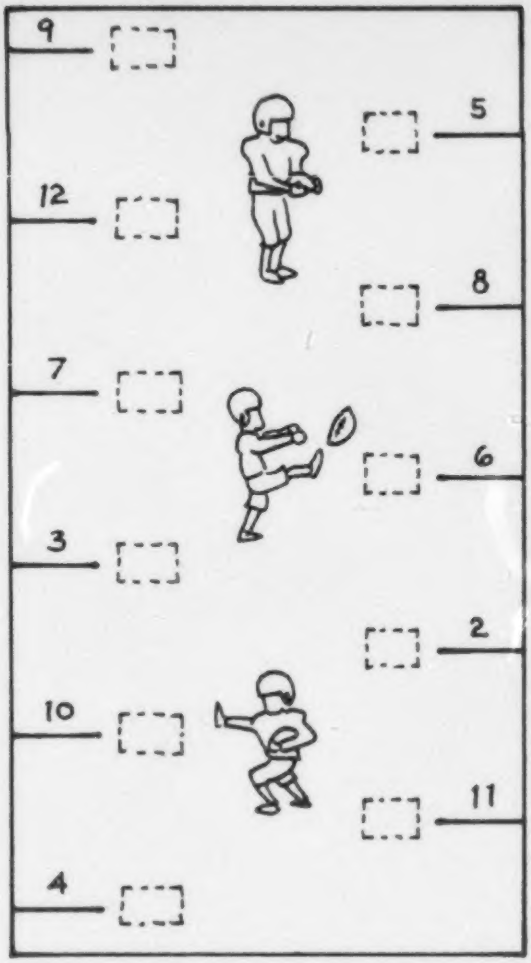
Yarn

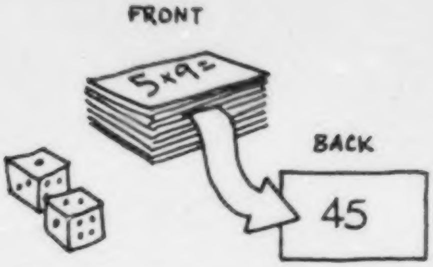
Dittos of Facts Table

Procedure: The child will need several days to complete this station. The child constructs a 45 page booklet and decorates the cover. The child pastes a facts table on the inside cover. He can keep a record of his booklet's progress by marking the arrays completed on the facts table. The child makes arrays for the multiplication facts.

Evaluation: Test memorization of facts as the arrays are completed.

FOOTBALL PRACTICE





Materials: Cardboard

Colored tagboard

Magazine cut-outs of football players

Dice

Deck of cards with multiplication problems

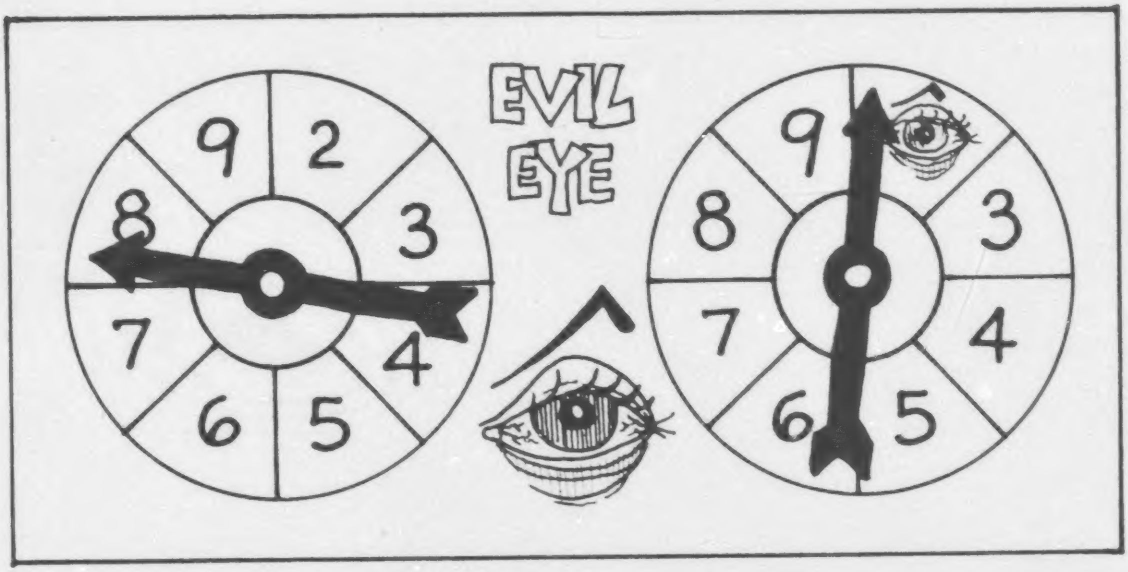
Procedure: Deal the cards out (problem-side up) on the marked spaces until all are dealt. A child rolls the dice, adds the two die together and takes a card according to the number rolled.

(Example: ⚂ + ⚀ = 4 , the child takes a card for stack #4. If the child answers the problem correctly he keeps the card. If he misses, he puts the card on the bottom of the stack. If a number is rolled and all the cards are gone, he misses a turn.)

The child with the most cards wins.

Evaluation: Self-checking (answer on back of each card)

EVIL EYE


EVIL EYE
9
2
3
4
5
6
7
8
9
8
3
4
5
6
7

Materials:

Evil Eye double spinner

Cardboard

2 spinners

2 brads

Ditto Game Sheets

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Procedure: Spin the double spinners. Each player records the problem on his paper. For example, one spinner stops at 6, the other at 9, the players write 6 x 9 = 54 on their ditto game sheets. A running subtotal is kept as shown on the game sheet. After the first spin any player may choose to drop out for the remainder of that one game; his score is what ever subtotal he has at the time. If the spinner stops at "Evil Eye" all players still in the game have zero for that game. After three games, players compute their GRAND TOTAL. Highest score wins.

Evaluation: Teacher observation; group checking of winning score

GAME #1

1. ___ x ___ = ___
2. ___ x ___ = ___
Sub Total = ___
3. ___ x ___ = ___
Sub Total = ___
4. ___ x ___ = ___
Sub Total = ___
5. ___ x ___ = ___
Sub Total = ___
6. ___ x ___ = ___
Sub Total = ___
7. ___ x ___ = ___
Game Total = ___

GAME #2

1. ___ x ___ = ___
2. ___ x ___ = ___
Sub Total = ___
3. ___ x ___ = ___
Sub Total = ___
4. ___ x ___ = ___
Sub Total = ___
5. ___ x ___ = ___
Sub Total = ___
6. ___ x ___ = ___
Sub Total = ___
7. ___ x ___ = ___
Game Total = ___

Name ___________

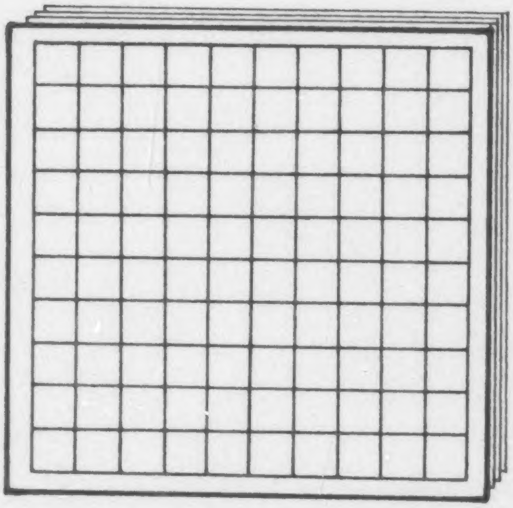
GAME #3

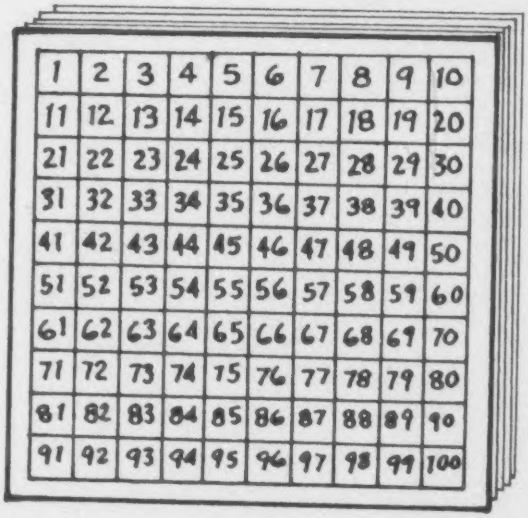
1. ___ x ___ = ___
2. ___ x ___ = ___
Sub Total = ___
3. ___ x ___ = ___
Sub Total = ___
4. ___ x ___ = ___
Sub Total = ___
5. ___ x ___ = ___
Sub Total = ___
6. ___ x ___ = ___
Sub Total = ___
7. ___ x ___ = ___
Game Total = ___

GAME TOTALS

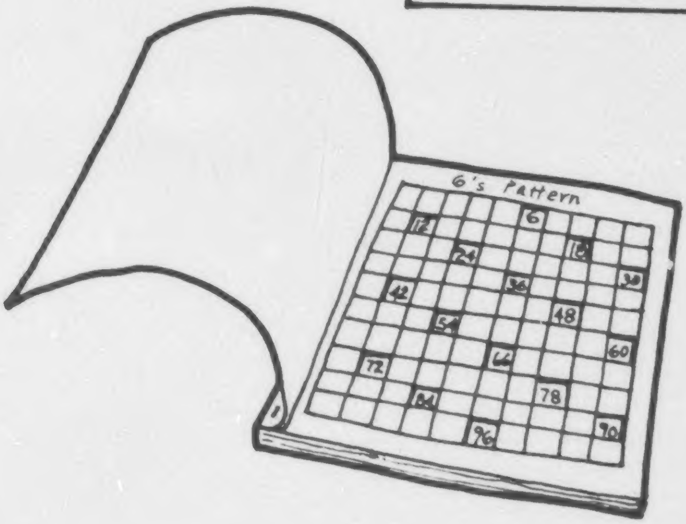
	SCORE
Game # 1	___
Game # 2	___
Game # 3	___
GRAND TOTAL	___

NUMBER PATTERNS





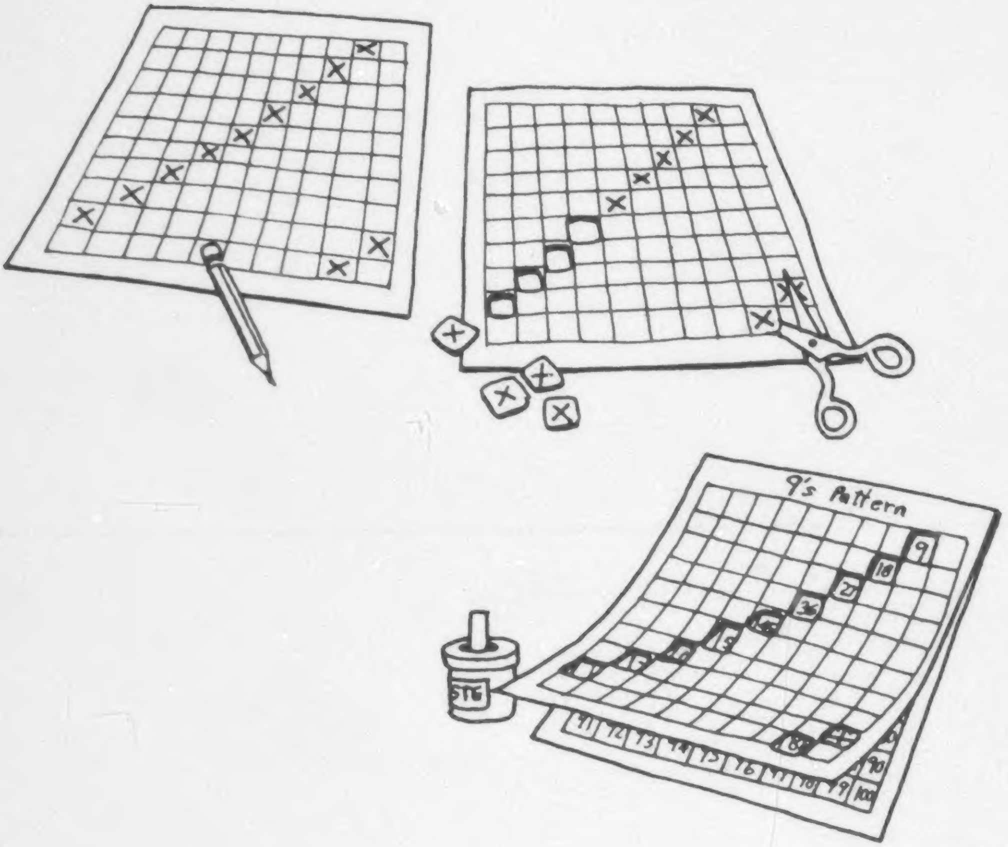
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


6's Pattern
6
12
18
24
30
36
42
48
54
60
66
72
78
84
90
96
1

Materials: Dittos of 100 squares paper
Dittos of 100's grid paper
Construction paper

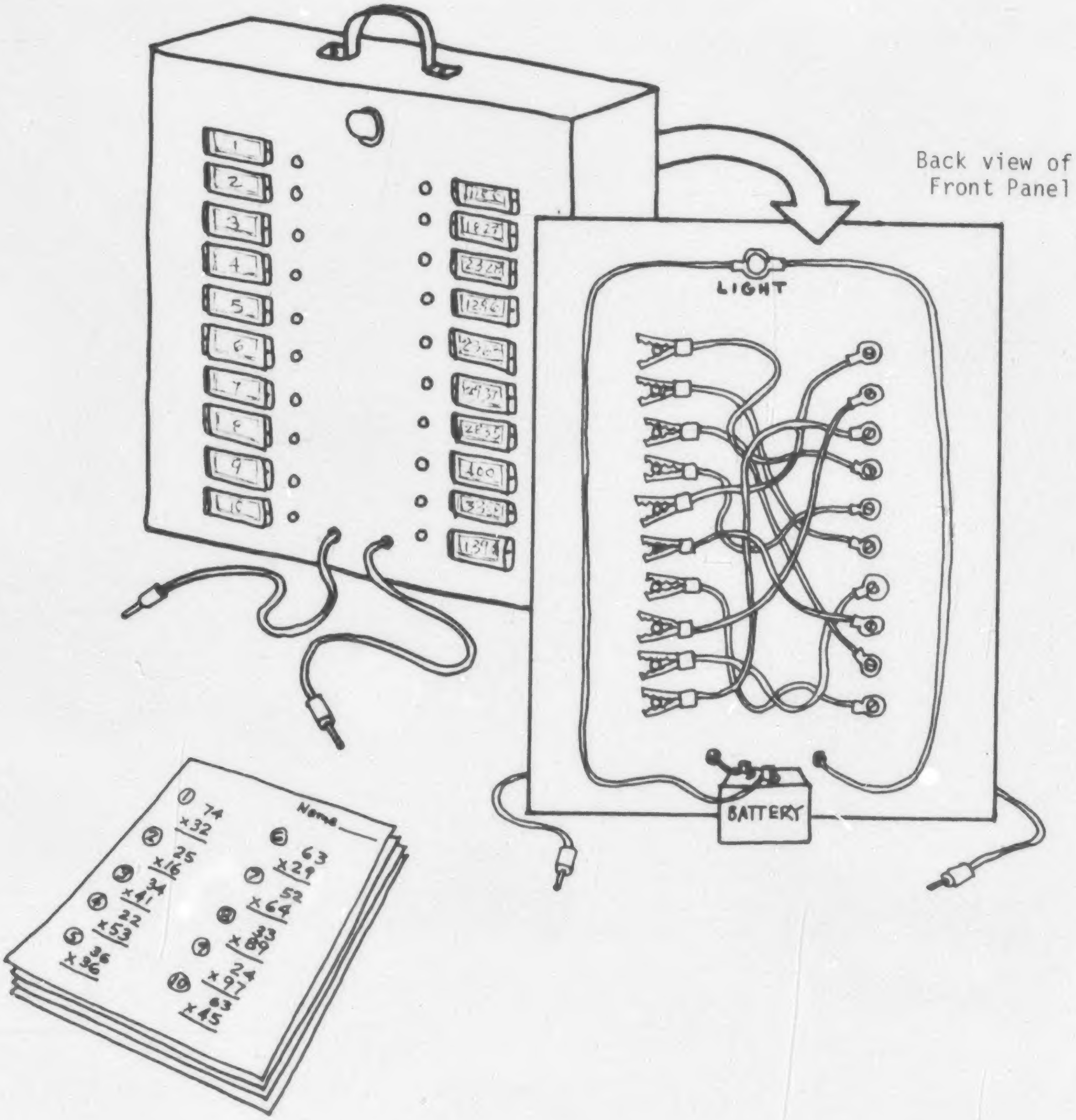
Procedure: The child takes a sheet of 100 squares paper and counts out the pattern he is working on, marking each square in the pattern with an "X". The child cuts out the squares he marked. The child then pastes his pattern over a 100's grid paper and labels the pattern. The child makes the patterns for 2's through 10's and uses construction paper to bind them into a booklet.

Example: The child is working on the 9's pattern. He counts from left to right and from top to bottom. He counts 1, 2, 3, 4, 5, 6, 7, 8, 9 and marks the ninth square with an "X". Beginning with the next square after the "X" he continues 1, 2, 3, 4 ...



Evaluation: Self-correcting in that, if the pattern is correct the multiplication table for that number will show.

LIGHT BOARD **BEST COPY AVAILABLE**


1
2
3
4
5
6
7
8
9
10
1827
2328
1296
400
LIGHT
BATTERY
Name____
① 74 x32
② 25 x16
③ 34 x41
④ 22 x53
⑤ 36 x36
⑥ 63 x29
⑦ 52 x64
⑧ 33 x89
⑨ 24 x97
⑩ 63 x45

Back view of
Front Panel

LIGHT BOARD

Materials:

- Plywood box (24" x 24" x 6")
- Battery (6 volt lantern-type)
- Light bulb (6 volt panel mount)
- Insulated wire (#12 single conductor)
- 10 Alligator Clips
- 20 bolts
- 20 acorn-cap nuts
- 20 nuts
- Handle (cabinet drawer pull)
- 20 file drawer label holders
- Ditto worksheets

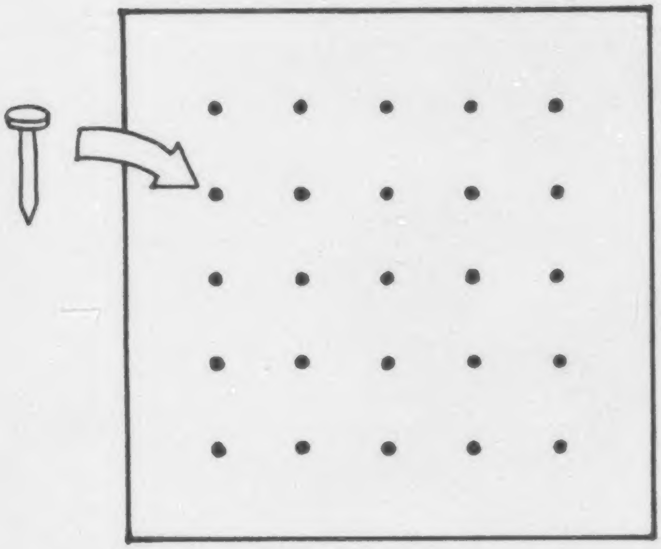
Procedure: The child computes the problems on his ditto worksheet. He uses the light board to check his work. If the answer is correct the light will come on. (Note to teacher: By using alligator clips the board may be "rewired" for each worksheet. The file drawer label holders also allow the board to be reprogrammed for each new ditto sheet.)

Evaluation: Self-checking

GEOMETRY CENTER

Purpose of Center: To provide the child with various activities relating to geometry

GEOBOARDS

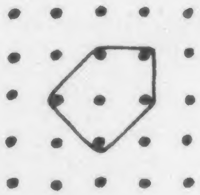


Materials:
- 6 Geoboards
- 10 Task Cards
- Rubber bands
- Paper
- Pencil

Procedure: The child will follow the directions on the task card. The child will record his answers on the paper provided.

①

1. Make this shape on your geoboard.



2. How many sides does this shape have?

3. How many nails does this shape touch?

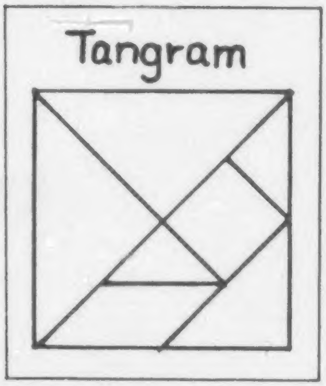
4. What is the area of this shape?

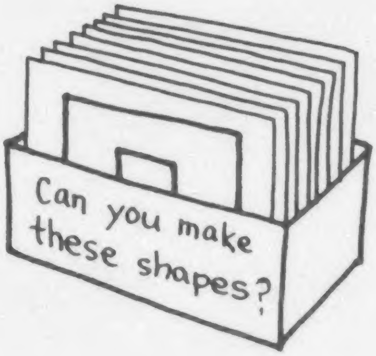
5. Make a shape on your geoboard that touches six nails.

   Now put this shape on your paper.

Evaluation: Teacher correction The answers may be provided on the back of each task card.

PUZZLE STATION



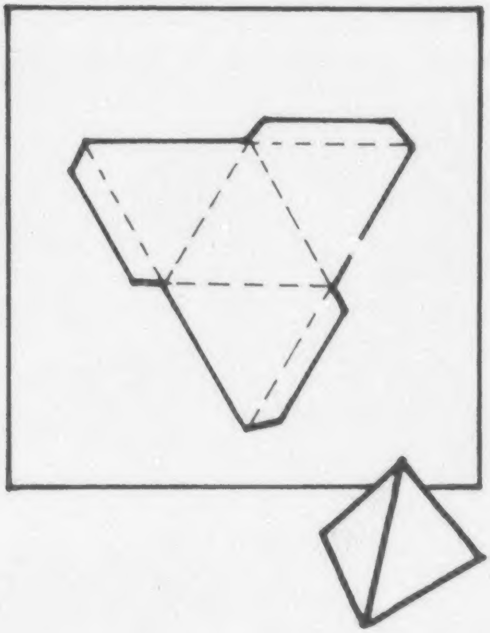

Can you make these shapes?

Materials:	Tangram puzzles Tangram task cards Scissors Paper Pencils

Procedure: The child will take a tangram puzzle and will cut it apart. With the seven puzzle pieces, the child will make the design that is provided on the task card. If the child wants to add a design of his own, then he must trace his design on paper and put it into the box labeled "Can You Make These Shapes?".

Evaluation: Teacher observation

GEOMETRIC ART



Materials: Geometric shapes drawn on construction paper

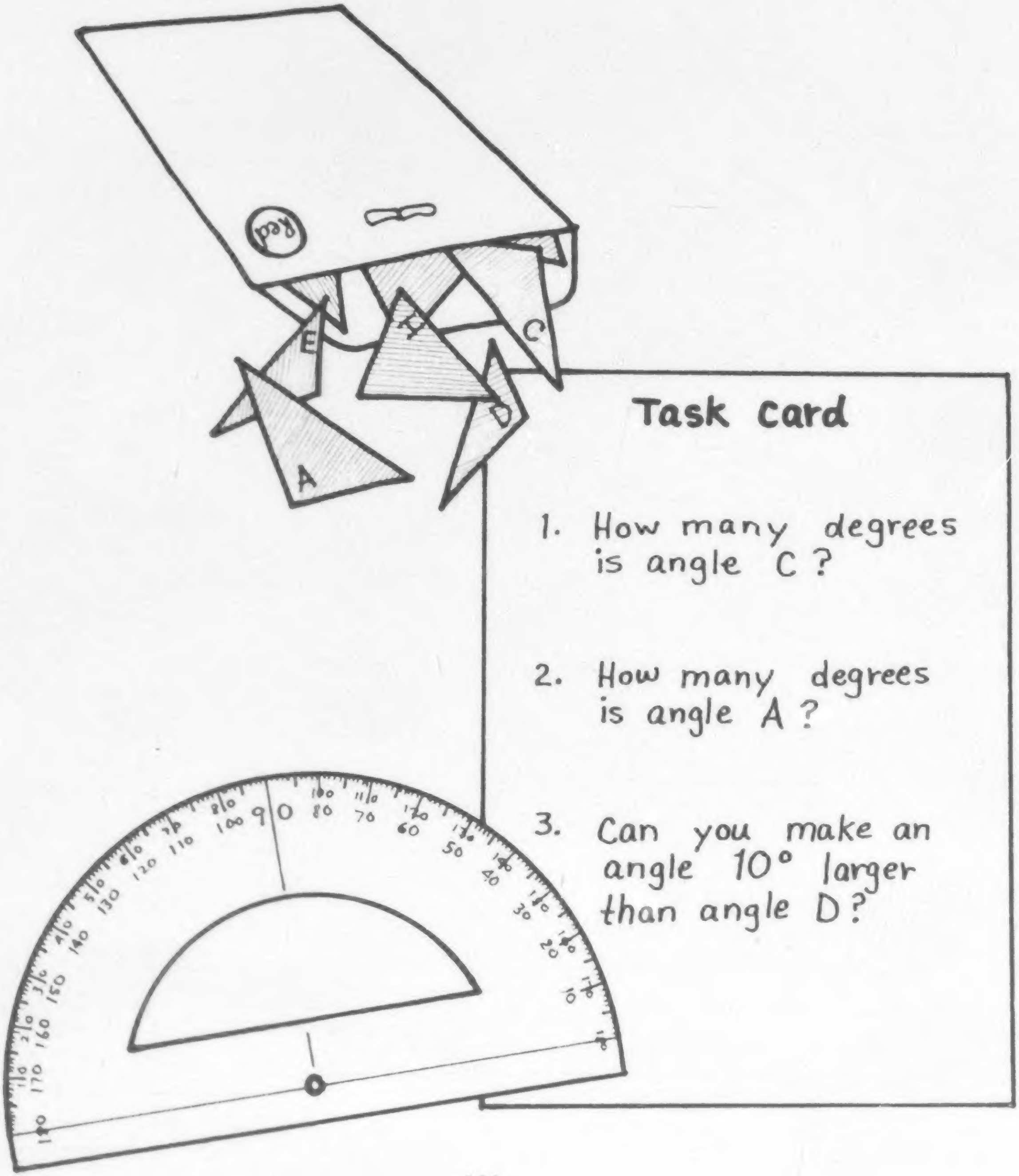
Scissors

Glue

Crayons

Procedure: The child will pick one geometric shape and will color it. After it has been colored, the child will cut out the shape. The shape will be constructed by folding on the dotted lines and gluing the tabs.

Evaluation: Completion of project



Task Card

1. How many degrees is angle C?

2. How many degrees is angle A?

3. Can you make an angle 10° larger than angle D?

Materials: 6 manila envelopes 9½" x 12½" (color coded)

8 angles make one set

- Red Set
- Blue Set
- Green Set
- Tan Set
- Yellow Set
- White Set

Paper

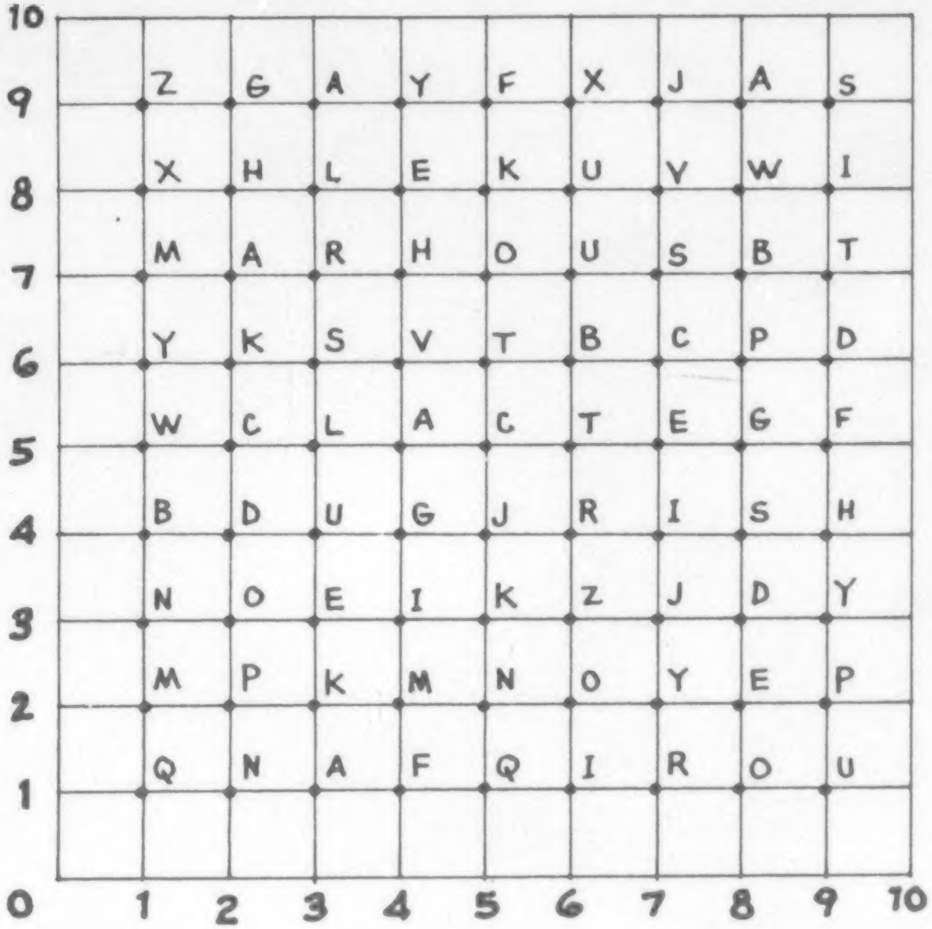
Protractors

Pencils

Task Cards

Procedure: Each child will receive an envelope with eight different angles inside. All the angles in that envelope will be the same color. The child will take a task card and record his answer on the paper provided.

Evaluation: Answer key is provided for self-correction.



	1	2	3	4	5	6	7	8	9
9	Z	G	A	Y	F	X	J	A	S
8	X	H	L	E	K	U	V	W	I
7	M	A	R	H	O	U	S	B	T
6	Y	K	S	V	T	B	C	P	D
5	W	C	L	A	C	T	E	G	F
4	B	D	U	G	J	R	I	S	H
3	N	O	E	I	K	Z	J	D	Y
2	M	P	K	M	N	O	Y	E	P
1	Q	N	A	F	Q	I	R	O	U

Materials:

6 tagboard grids divided into 100 squares

Task cards

Pencils

Paper

Contact paper (for grids)

Procedure: Each child will take a coordinate grid. On each task card will be written secret messages. The child will decode the messages by locating the correct coordinates.

For Example: (1,2) (2,7) (5,6) (4,7) - (7,6) (8,9)
(5,2) - (6,6) (8,2) - (5,9) (6,7) (2,1)

Will be decoded as: MATH CAN BE FUN.

As a variation the child may make up his own secret messages to be decoded.

Evaluation: Self-correcting

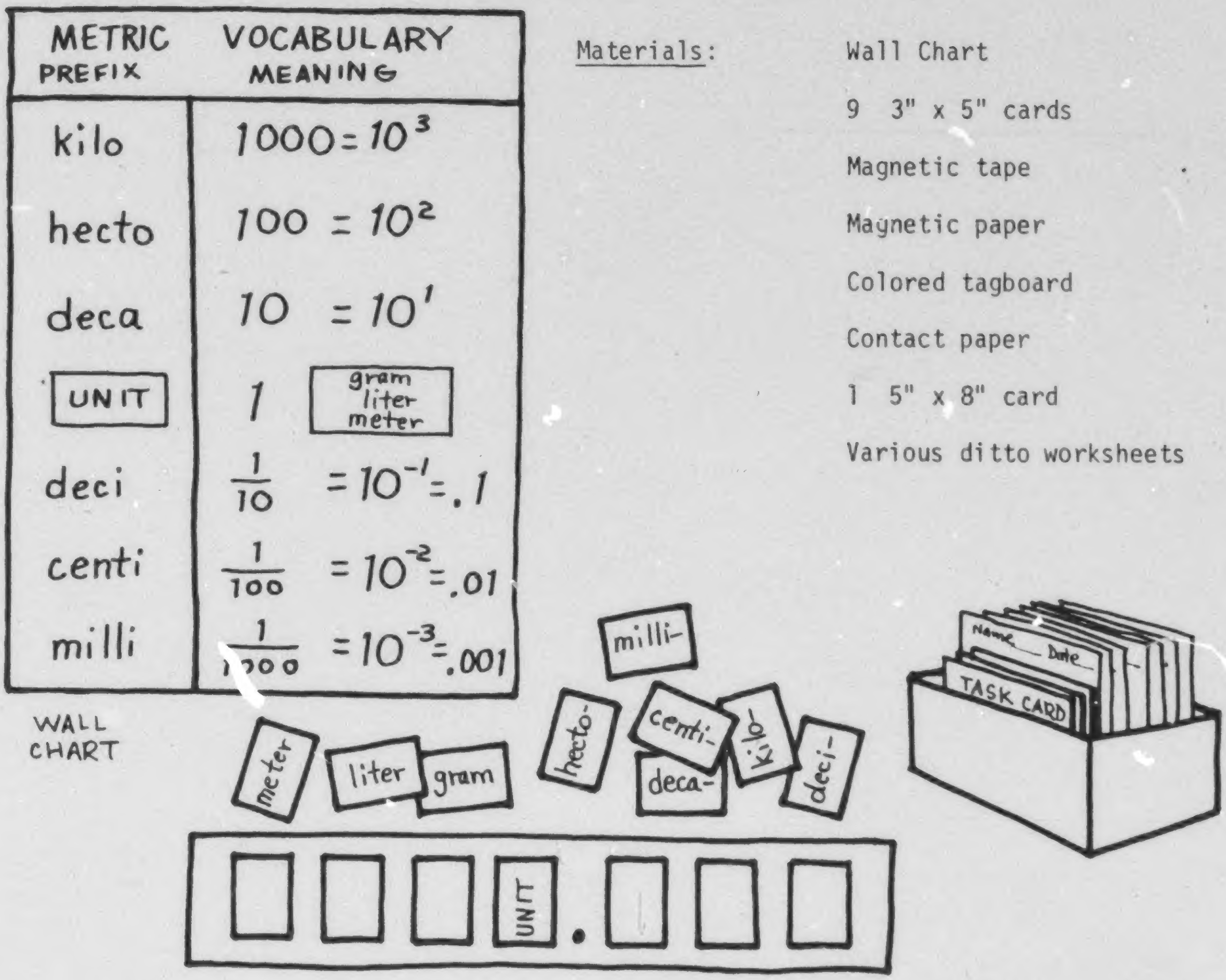
METRIC CENTER

Purpose of Center: To provide reinforcement activities in metric measurement

EQUIVALENCY STATION

Materials:

- Wall Chart
- 9 3" x 5" cards
- Magnetic tape
- Magnetic paper
- Colored tagboard
- Contact paper
- 1 5" x 8" card
- Various ditto worksheets



METRIC PREFIX	VOCABULARY MEANING
kilo	$1000 = 10^3$
hecto	$100 = 10^2$
deca	$10 = 10^1$
UNIT	1 gram liter meter
deci	$\frac{1}{10} = 10^{-1} = .1$
centi	$\frac{1}{100} = 10^{-2} = .01$
milli	$\frac{1}{1000} = 10^{-3} = .001$

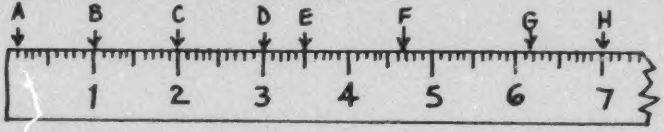
WALL CHART
meter
liter
gram
hecto-
milli-
centi-
deca-
kilo-
deci-
Name
Date
TASK CARD
UNIT

Procedure: The child first "sets up" the magnetic board with the correct vocabulary by referring to the wall chart. Next, the child selects a ditto worksheet to complete. (See the sample worksheet which follows.)

METRIC LINEAR MEASUREMENT #1

Name ______________

thousands	kilometer
hundreds	hectometer
tens	decameter
ones	meter
tenths	decimeter
hundredths	centimeter
thousandths	millimeter



The millimeter (mm) is the smallest distance marked on this metric ruler.

* Start from the left end of the ruler.

Distance to A is 1mm Distance to B is 10mm

C points to ____ mm D points to ____ mm

E points to ____ mm F points to ____ mm

The centimeter (cm) is the distance equal to 10mm

10 mm = 1 cm (1 cm = .10 dm)

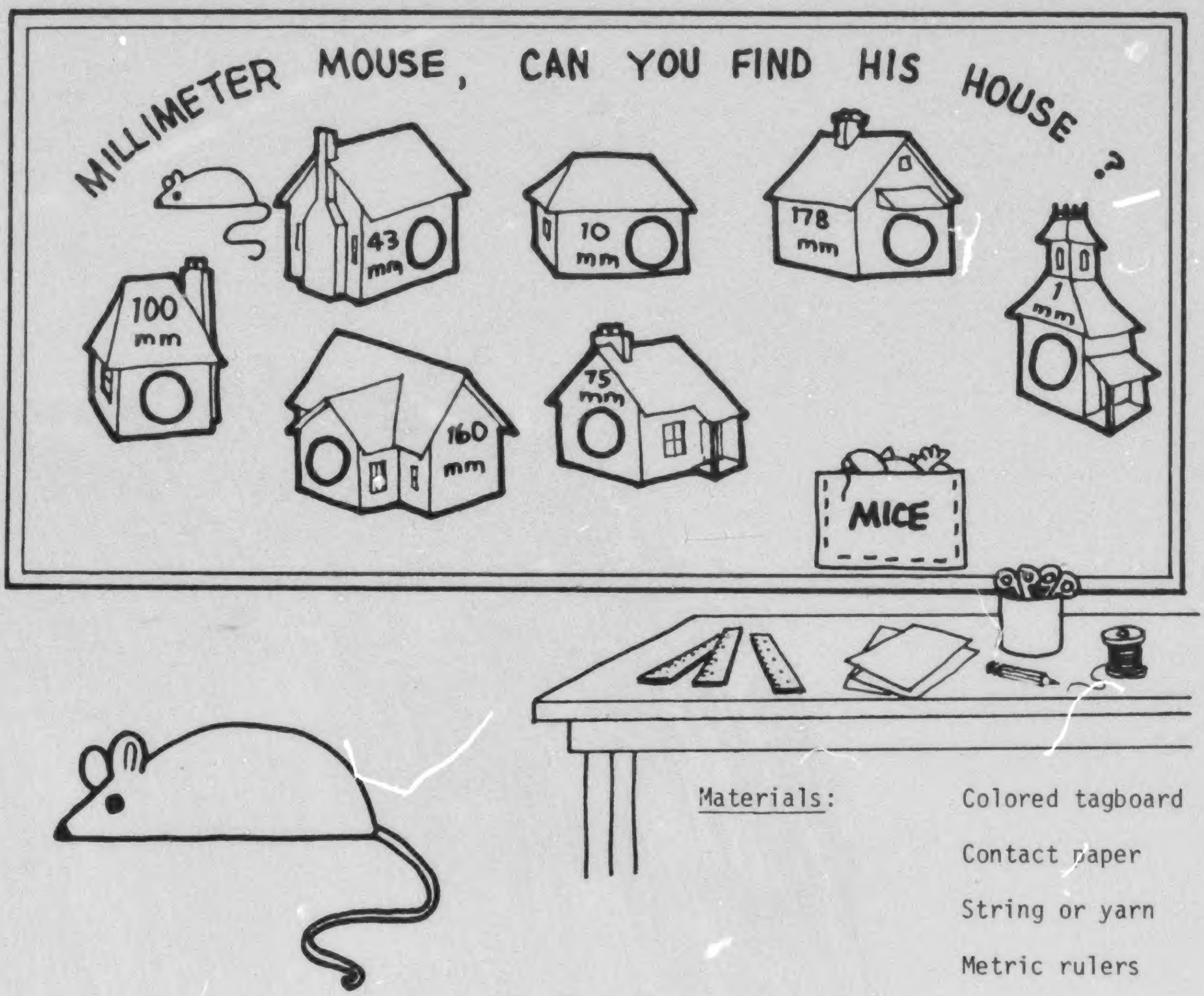
D points to ____ mm, or ____ cm

H points to ____ mm, or ____ cm

G points to ____ mm, or ____ cm

Evaluation: Teacher-correction of worksheets

MILLIMETER MOUSE


MILLIMETER MOUSE, CAN YOU FIND HIS HOUSE ?
43 mm
10 mm
178 mm
100 mm
160 mm
75 mm
1 mm
MICE

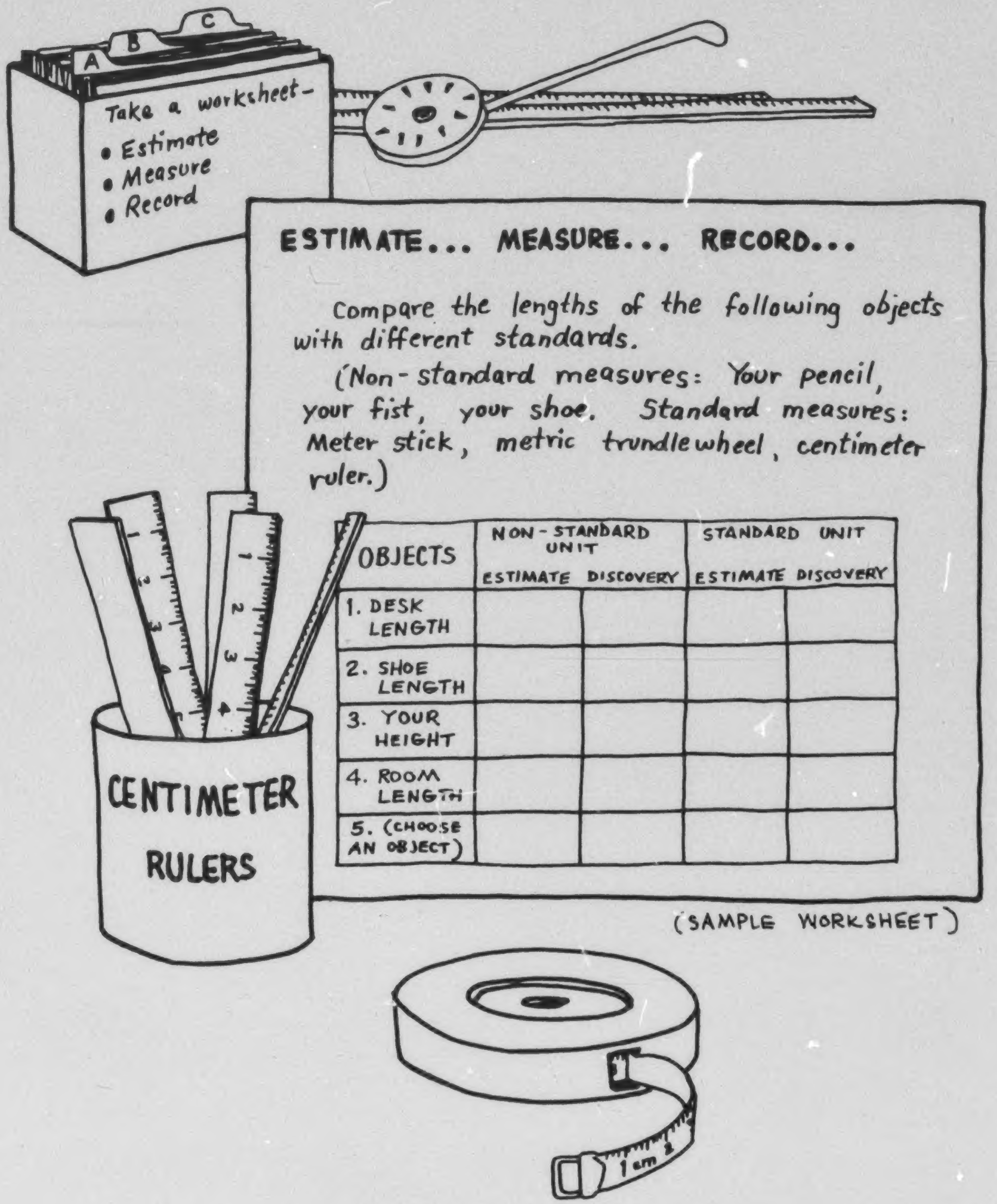
Materials:

- Colored tagboard
- Contact paper
- String or yarn
- Metric rulers

Procedure: The child takes a mouse out of the "Mice" pocket on the bulletin board. He measures the tail. If the tail is 75 millimeters (mm), he places it in the house "addressed" 75mm. The mice may be color coded or numbered on the back for self-checking. The child then makes a mouse and a corresponding house to leave at the center for other students.

Evaluation: Checked by other students using the station.

LINEAR MEASUREMENT STATION


A
B
C
Take a worksheet–
• Estimate
• Measure
• Record
CENTIMETER RULERS
1 cm 1

ESTIMATE... MEASURE... RECORD...

Compare the lengths of the following objects with different standards.

(Non-standard measures: Your pencil, your fist, your shoe. Standard measures: Meter stick, metric trundlewheel, centimeter ruler.)

OBJECTS	NON-STANDARD UNIT		STANDARD UNIT	
	ESTIMATE	DISCOVERY	ESTIMATE	DISCOVERY
1. DESK LENGTH				
2. SHOE LENGTH				
3. YOUR HEIGHT				
4. ROOM LENGTH				
5. (CHOOSE AN OBJECT)				

(SAMPLE WORKSHEET)

Materials: Manila folders

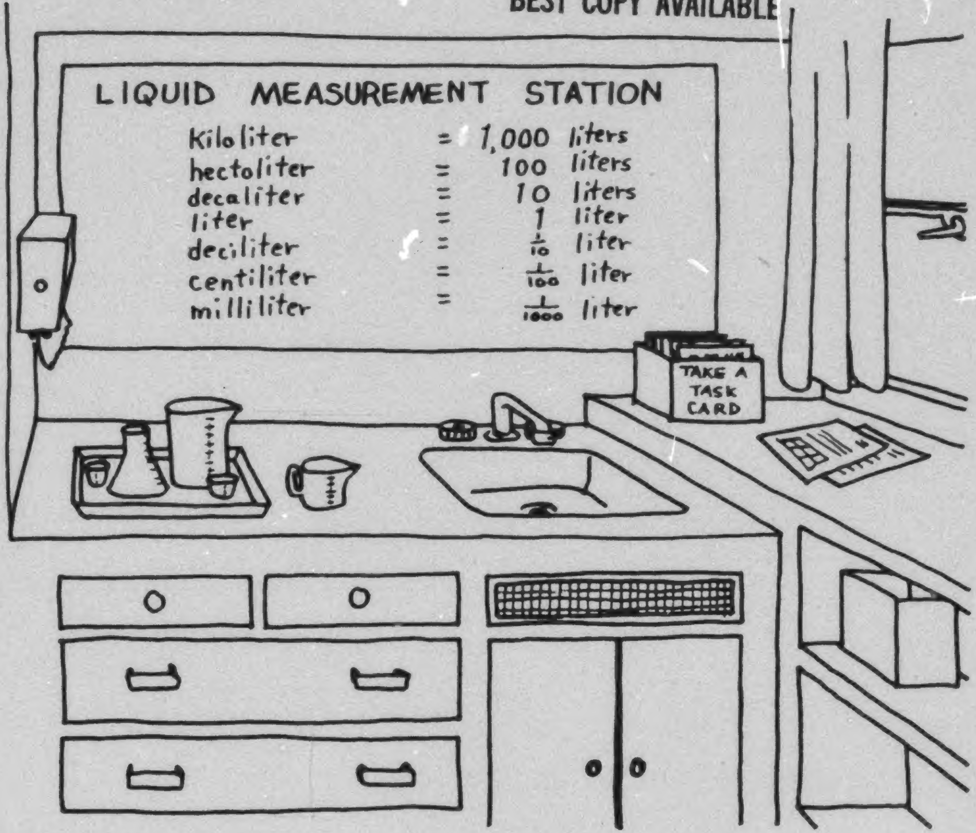
Worksheets

Tools for metric measurement
(sticks, rulers, wheels, etc.)

Procedure: The child selects a worksheet and completes the suggested activities. The child may keep track of the worksheets he has completed at the center by one of several means (refer to the section on classroom scheduling or to the "Sound Boards" Station in the Primary Language Arts Section).

Evaluation: Test of the use of standard metric measurement at the completion of this station.

LIQUID MEASUREMENT STATION


LIQUID MEASUREMENT STATION
Kiloliter = 1,000 liters
hectoliter = 100 liters
decaliter = 10 liters
liter = 1 liter
deciliter = 1/10 liter
centiliter = 1/100 liter
milliliter = 1/1000 liter
TAKE A TASK CARD

Materials: Sink or equivalent facility

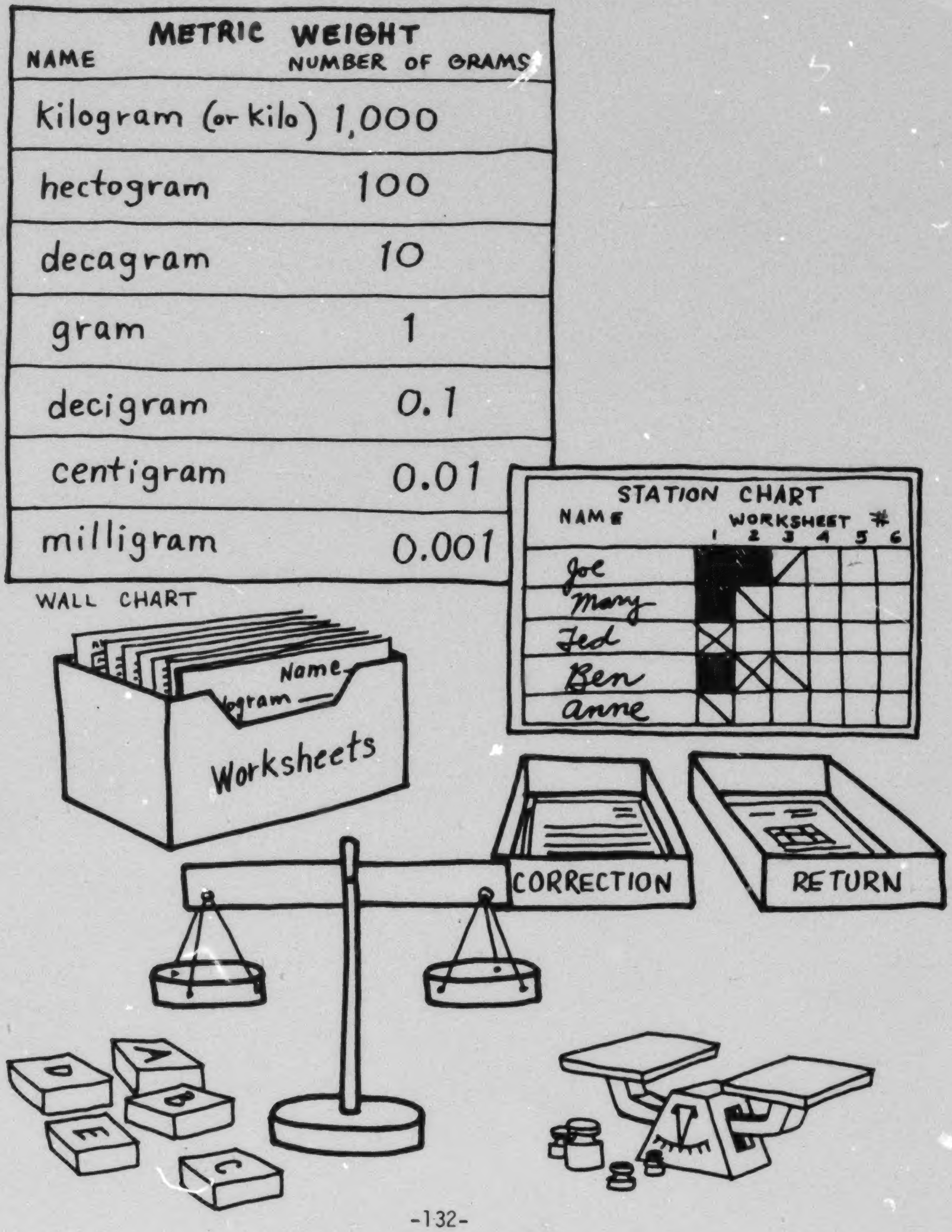
Plastic medicine cups
Medicine bottles
Plastic measuring cups
Plastic liter flask

All marked in metric units.

Procedure: The child selects a task card and follows its directions. Each task card directs the child in manipulative activities to acquaint him with liquid measure of milliliters, centiliters, deciliters and liters.

Evaluation: Teacher observation

WEIGHING STATION



METRIC WEIGHT

NAME	NUMBER OF GRAMS
kilogram (or kilo)	1,000
hectogram	100
decagram	10
gram	1
decigram	0.1
centigram	0.01
milligram	0.001

WALL CHART

STATION CHART
NAME
WORKSHEET #
1 2 3 4 5 6
Joe
Mary
Ted
Ben
Anne
Name
gram
Worksheets
CORRECTION
RETURN
A
B
C
D
E

Materials: Wall Chart

Scale

Metric weights

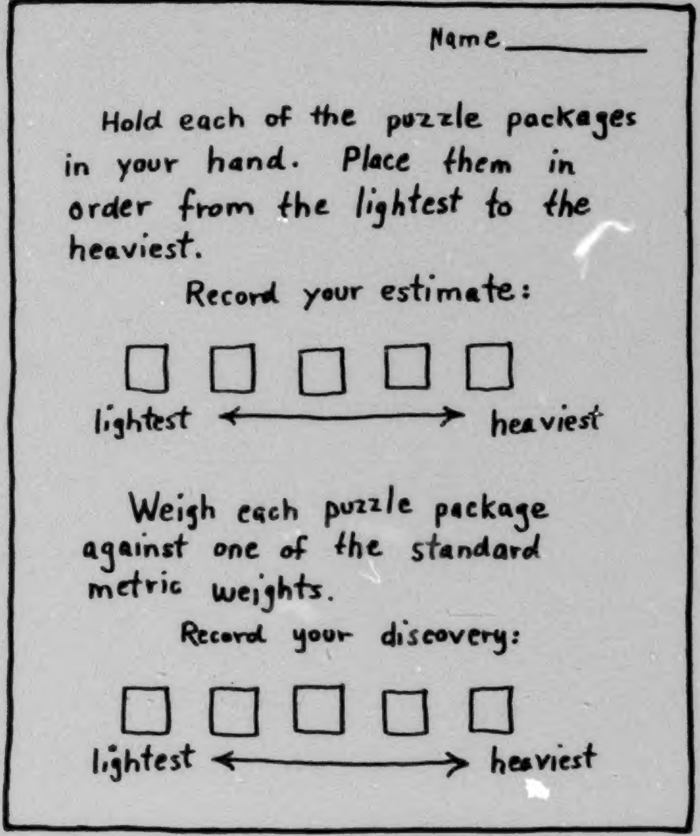
Puzzle packages (small boxes, contact paper, nails, paper clips, or washers)

Ditto worksheets

Manila folders

Procedure: The child takes a worksheet and marks the station chart with a slash to show which sheet he is working on. When the work is completed he makes another cross-slash on the chart and puts his paper in the "Correction Box". When the paper is corrected the teacher puts the paper in the "Return Box" and fills in the square on the station chart.

At this station the teacher may include various worksheets (see samples which follow).



Name________

Hold each of the puzzle packages in your hand. Place them in order from the lightest to the heaviest.

Record your estimate:

☐ ☐ ☐ ☐ ☐

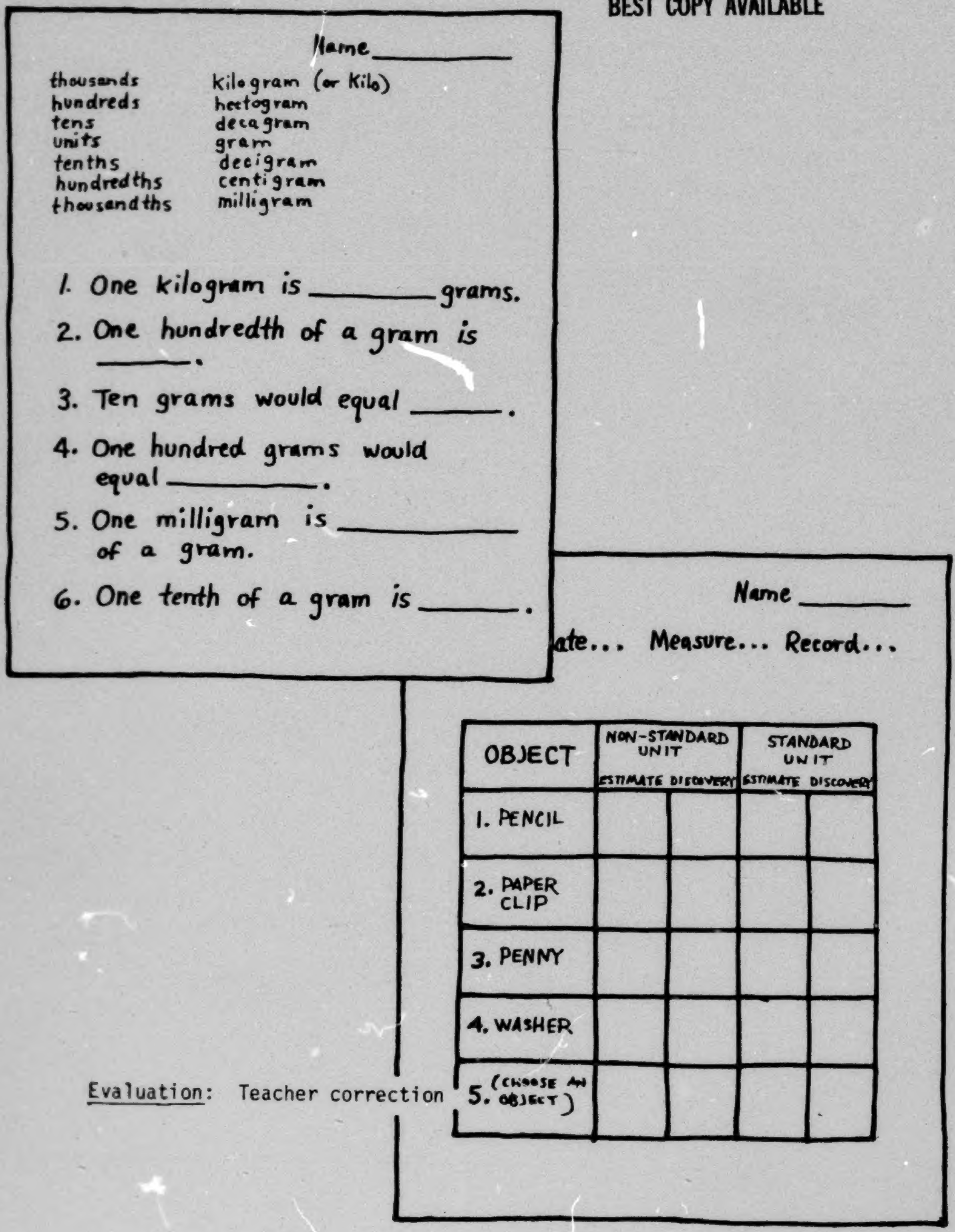
lightest ⟷ heaviest

Weigh each puzzle package against one of the standard metric weights.

Record your discovery:

☐ ☐ ☐ ☐ ☐

lightest ⟷ heaviest



Name ________

thousands	kilogram (or Kilo)
hundreds	hectogram
tens	decagram
units	gram
tenths	decigram
hundredths	centigram
thousandths	milligram

1. One kilogram is ________ grams.
2. One hundredth of a gram is ______.
3. Ten grams would equal ______.
4. One hundred grams would equal ________.
5. One milligram is ________ of a gram.
6. One tenth of a gram is ______.

Name ________

ate... Measure... Record...

OBJECT	NON-STANDARD UNIT		STANDARD UNIT	
	ESTIMATE	DISCOVERY	ESTIMATE	DISCOVERY
1. PENCIL				
2. PAPER CLIP				
3. PENNY				
4. WASHER				
5. (CHOOSE AN OBJECT)				

Evaluation: Teacher correction

THE END

. . . BUT WE HOPE IT'S ONLY THE BEGINNING

APPENDIX C, PART I

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department

PRE-EVALUATION FOR SUMMER WORKSHOP PARTICIPANTS

DIRECTIONS: Please check the response which, in your judgment, most clearly represents your position on each of the six statements appearing below. You need not identify yourself.

_____Teacher, Kindergarten

_____Teacher, Intermediate Grades

_____Specialist Teacher of Reading

_____Teacher, Primary Grades

_____Teacher, Junior High School

_____Resource Teacher

1. I am taking this class .....

a. _____ for district salary credit only

b. _____ for university credit only

When I selected this class I gave each of the factors below	The most important consideration	A somewhat important consideration	Only a limited consideration	No consideration at all
2. The university credit will assist me in obtaining a credential				
3. The university credit will assist me in obtaining an advanced degree				
4. The district salary credits are not as costly as the university credits				
5. The university credits are transferable				
6. The university credit offers greater status in the field of education				

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department

00205

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OPINIONNAIRE FOR PARTICIPANTS IN LEARNING CENTERS WORKSHOP, SUMMER, 1974

Instructions: All of the following statements are related in some manner to concepts covered in the Learning Centers Workshop activities. Please rate each statement on a scale of: (a) strongly agree; (b) agree; (c) disagree; or (d) strongly disagree. Use the spaces at the left of each statement to mark your choice.

Strongly Agree	Agree	Disagree	Strongly Disagree	QUESTIONS
				1. Learning centers make it easier for a teacher to individualize.
				2. Games cause too much of a disturbance in the classroom.
				3. Learning centers can be used in all curricular areas.
				4. Learning centers cannot be used to evaluate behavioral objectives.
				5. Given the opportunity, children will choose to engage in activities which will be of high interest to them.
				6. Learning centers improve the child's self-concept.
				7. Learning centers are impractical to implement without the aid of para-professional help.
				8. Learning centers are not practical because children have trouble following written directions.
				9. Learning centers are best used as a source of enrichment.
				10. Learning centers provide natural opportunities for meaningful pupil-teacher conferences.
				11. Learning centers improve the child's sense of responsibility.
				12. Learning centers motivate children.
				13. Children tend to waste time if allowed to work at their own pace.
				14. Learning centers are impractical because of the time involved in construction.
				15. Learning centers help children use their time more effectively.
				16. Learning centers increase student involvement in the learning process.
				17. Learning centers enhance the learning environment.
				18. Learning centers provide positive peer interactions more frequently than traditional whole-group instruction.
				19. Learning centers make it possible to use fewer materials with a wider application.
				20. Discipline problems tend to decrease as the number of learning activities increase in the classroom.
				21. Learning centers increase the number of manipulative opportunities for children.
				22. Learning centers can be used to help diagnose students' needs.
				23. Students should be involved in the evaluation of their learning.
				24. Learning centers "take the pressure off" insecure children by removing peer competitiveness.
				25. Learning centers use time more efficiently than whole-group instruction.
				26. Discipline problems increase as the number of activities increase in

				1. Learning centers make it easier for a teacher to individualize.
				2. Games cause too much of a disturbance in the classroom.
				3. Learning centers can be used in all curricular areas.
				4. Learning centers cannot be used to evaluate behavioral objectives.
				5. Given the opportunity, children will choose to engage in activities which will be of high interest to them.
				6. Learning centers improve the child's self-concept.
				7. Learning centers are impractical to implement without the aid of para-professional help.
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				24. Learning centers "take the pressure off" insecure children by removing peer competitiveness.
				25. Learning centers use time more efficiently than whole-group instruction.
				26. Discipline problems increase as the number of activities increase in the classroom.
				27. Intellectual growth and development take place through a sequence of concrete experiences followed by abstraction.

Strongly Agree	Agree	Disagree	Strongly Disagree	QUESTIONS
				28. Children learn and develop intellectually not only at their own rate but in their own style.
				29. If a child is fully involved in and is having fun with an activity, learning is taking place.
				30. Children are not capable of making curricular choices.
				31. Learning centers will help me in the classroom.
				32. If given a choice, most children will do nothing.
				33. Learing centers are suitable for enrichment but not useful for teaching to a specific objective.
				34. Learning centers aid children in goal-setting.
				35. Children like learning centers because they can go ahead on their own at their own pace.
				36. Learning centers are a viable alternative to traditional classroom instruction.
				37. Learning centers are prescriptive.
				38. Children are not self-directing enough to work independently in learning centers.
				39. Learning centers allow you to use a wider variety of materials.
				40. Children will invariably cheat on self-checking activities.
				41. Learning centers promote individualization.
				42. Children are incapable of functioning without the guidance of the teacher.
				43. It is essential for each child to have a copy of each basic text.
				44. Learning centers help children develop independent work habits.
				45. Learning centers help children discover creative ways of working.
				46. Learning centers are impractical because of the expense of the materials involved compared to the amount of use they receive in the classroom.
				47. You cannot effectively "keep track" of child-progress when the whole class is in learning centers.
				48. There is no reason for children to talk to each other during class.
				49. Learning centers provide positive interactions with peers.
				50. Children behave better when desks are in rows.
				51. Traditional classrooms have adequate storage space for learning center materials.

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Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department

00205

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OPINIONNAIRE FOR PARTICIPANTS IN LEARNING CENTERS WORKSHOP, SUMMER, 1974

Instructions: All of the following statements are related in some manner to concepts covered in the Learning Centers Workshop activities. Please rate each statement on a scale of: (a) strongly agree; (b) agree; (c) disagree; or (d) strongly disagree. Use the spaces at the left of each statement to mark your choice.

Strongly Agree	Agree	Disagree	Strongly Disagree	QUESTIONS
				1. Learning centers make it easier for a teacher to individualize.
				2. Games cause too much of a disturbance in the classroom.
				3. Learning centers can be used in all curricular areas.
				4. Learning centers cannot be used to evaluate behavioral objectives.
				5. Given the opportunity, children will choose to engage in activities which will be of high interest to them.
				6. Learning centers improve the child's self-concept.
				7. Learning centers are impractical to implement without the aid of para-professional help.
				8. Learning centers are not practical because children have trouble following written directions.
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				21. Learning centers increase the number of manipulative opportunities for children.
				22. Learning centers can be used to help diagnose students' needs.
				23. Students should be involved in the evaluation of their learning.
				24. Learning centers "take the pressure off" insecure children by removing peer competitiveness.
				25. Learning centers use time more efficiently than whole-group instruction.

				3. Learning centers can be used in all curricular areas.
				4. Learning centers cannot be used to evaluate behavioral objectives.
				5. Given the opportunity, children will choose to engage in activities which will be of high interest to them.
				6. Learning centers improve the child's self-concept.
				7. Learning centers are impractical to implement without the aid of para-professional help.
				8. Learning centers are not practical because children have trouble following written directions.
				9. Learning centers are best used as a source of enrichment.
				10. Learning centers provide natural opportunities for meaningful pupil-teacher conferences.
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				23. Students should be involved in the evaluation of their learning.
				24. Learning centers "take the pressure off" insecure children by removing peer competitiveness.
				25. Learning centers use time more efficiently than whole-group instruction.
				26. Discipline problems increase as the number of activities increase in the classroom.
				27. Intellectual growth and development take place through a sequence of concrete experiences followed by abstraction.

Strongly Agree	Agree	Disagree	Strongly Disagree	QUESTIONS
				28. Children learn and develop intellectually not only at their own rate but in their own style.
				29. If a child is fully involved in and is having fun with an activity, learning is taking place.
				30. Children are not capable of making curricular choices.
				31. Learning centers will help me in the classroom.
				32. If given a choice, most children will do nothing.
				33. Learing centers are suitable for enrichment but not useful for teaching to a specific objective.
				34. Learning centers aid children in goal-setting.
				35. Children like learning centers because they can go ahead on their own at their own pace.
				36. Learning centers are a viable alternative to traditional classroom instruction.
				37. Learning centers are prescriptive.
				38. Children are not self-directing enough to work independently in learning centers.
				39. Learning centers allow you to use a wider variety of materials.
				40. Children will invariably cheat on self-checking activities.
				41. Learning centers promote individualization.
				42. Children are incapable of functioning without the guidance of the teacher.
				43. It is essential for each child to have a copy of each basic text.
				44. Learning centers help children develop independent work habits.
				45. Learning centers help children discover creative ways of working.
				46. Learning centers are impractical because of the expense of the materials involved compared to the amount of use they receive in the classroom.
				47. You cannot effectively "keep track" of child-progress when the whole class is in learning centers.
				48. There is no reason for children to talk to each other during class.
				49. Learning centers provide positive interactions with peers.
				50. Children behave better when desks are in rows.
				51. Traditional classrooms have adequate storage space for learning center materials.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Personnel Services Office
Staff Training Services Department
Fred J. Stewart, Administrator

EVALUATION OF INSERVICE EDUCATION PROGRAMS

Inservice education programs are useful only when they contribute ideas, information, or insights to those who are participating in them. In order to continually improve our training programs, it is necessary for you to determine their worth and make constructive suggestions.

______________________________	______________________________
Date	Course or Workshop Title
	______________________________
	Instructor

	Significantly	Moderately	Negligibly
1. To what extent do you feel that you are better prepared to do your job because of the training you received in this program?	______	______	______
2. In which of the following areas was this program helpful to you? (Check only those applicable.)			
LECTURES: philosophy/theory/general information	______	______	______
DISCUSSIONS	______	______	______
DEMONSTRATIONS: methods/techniques/materials	______	______	______
WORKSHOP ACTIVITIES	______	______	______
TEXTS AND RESOURCES: knowledge/availability	______	______	______
MATERIALS/SUPPLIES	______	______	______
OTHER:______________________________	______	______	______

3. Did this program meet the stated objective? Yes______ No______

4. ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

5. List other inservice programs you would like to see offered by the Staff Training Services Department.

____

____

____

INSTRUCTOR WILL RETURN EVALUATION TO STAFF TRAINING SERVICES DEPARTMENT.

SIGNATURE OPTIONAL

APPENDIX C, PART II

ATTITUDINAL SURVEY
Motivation

6. Students should be involved in the evaluation of their learning.

14. Learning centers motivate children.

24. Children like learning centers because they can go ahead on their own at their own pace.

42. Learning centers enhance the learning environment.

47. Given the opportunity, children will choose to engage in activities which will be of high interest to them.

48. If a child is fully involved in and is having fun with an activity, learning is taking place.

ATTITUDINAL SURVEY
Methods of Instruction

12. Learning centers are suitable for enrichment but not useful for teaching to a specific objective.

17. Learning centers increase the number of manipulative opportunities for children.

23. Learning centers promote individualization.

25. Learning centers can be used in all curricular areas.

26. Learning centers are prescriptive.

38. Learning centers help children use their time more effectively.

41. Learning centers are best used as a source of enrichment.

50. Intellectual growth and development take place through a sequence of concrete experiences followed by abstraction.

ATTITUDINAL SURVEY
Classroom Organization

2. It is essential for each child to have a copy of each basic text.

7. Learning centers are impractical to implement without the aid of paraprofessional help.

13. Learning centers will help me in the classroom.

15. Learning centers allow you to use a wider variety of materials.

27. Learning centers make it easier for a teacher to individualize.

30. Learning centers use time more efficiently than whole-group instruction.

31. Learning centers make it possible to use less materials with a wider application.

43. Learning centers are impractical because of the time involved in construction.

44. Learning centers are impractical because of the expense of the mmaterials involved compared to the amount of use they receive in the classroom.

45. Traditional classrooms have adequate storage space for learning center materials.

46. Learning centers are a viable alternative to traditional classroom instruction.

ATTITUDINAL SURVEY
Cognitive Improvement

22. Learning centers cannot be used to evaluate behavioral objectives.

29. Learning centers increase student involvement in the learning process.

36. Learning centers provide natural opportunities for meaningful pupil-teacher conferences.

49. Children learn and develop intellectually not only at their own rate but in their own style.

51. Learning centers improve the child's sense of responsibility.

ATTITUDINAL SURVEY
Self-Image

4. Children will invariably cheat on self-checking activities.

11. Children are not capable of making curricular choices.

18. Learning centers provide positive interactions with peers.

19. Learning centers improve the child's self-concept.

32. Learning centers improve the child's sense of responsibility.

33. Learning centers "take the pressure off" insecure children by removing peer competitiveness.

34. Learning centers provide positive peer interactions, more frequently than traditional whole-group instruction.

35. Learning centers help children develop independent work habits.

37. Learning centers aid children in goal-setting.

39. Learning centers help children discover creative ways of working.

ATTITUDINAL SURVEY
Classroom Control

1. Children behave better when desks are in rows.

3. There is no reason for children to talk to each other during class.

5. Games cause too much of a disturbance in the classroom.

8. Children are not self-directing enough to work independently in learning centers.

9. Children tend to waste time if allowed to work at their own pace.

10. If given a choice, most children will do nothing.

16. Discipline problems increase as the number of activities increase in the classroom.

20. Children are incapable of functioning without the guidance of the teacher.

21. You cannot effectively "keep track" of child-progress when the whole class is in learning centers.

28. Discipline problems tend to decrease as the number of learning activities increase in the classroom.

40. Learning centers are not practical because children have trouble following written directions.

APPENDIX C, PART III

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Personnel Services Office
Staff Training Services Department
Fred J. Stewart, Administrator

EVALUATION OF INSERVICE EDUCATION PROGRAMS

Individualizing Instruction Through
Classroom Learning Centers, K-8, 776-172

Caroline Wenzel Elementary School
Monday, June 24 through Tuesday, July 23, 1974

Summer, 1974

Mrs. Ethel Breyfogle and Mr. Ron Kremer, Instructors

	Significantly	Moderately	Negligibly
1. To what extent do you feel that you are better prepared to do your job because of the training you received in this program?	87	26	2
2. In which of the following areas was this program helpful to you? (Check only those applicable)	(118 completed this course)		
LECTURES: philosophy/theory/general information	39	51	13
DISCUSSIONS:	24	39	11
DEMONSTRATIONS: methods/techniques/materials	80	28	4
WORKSHOP ACTIVITIES:	106	8	0
TEXTS AND RESOURCES: knowledge/availability	46	36	4
MATERIALS/SUPPLIES	95	10	1
OTHER: Observations	1		

3. Did this program meet the stated objective? Yes 111 No 3

4. ADDITIONAL COMMENTS AND/OR SUGGESTIONS:

- Highly organized; some outstanding speakers; materials were generously issued; a wealth of ideas. Ethel and Ron did an outstanding job and were helpful at all times. Mrs. Miller deserves a great deal of credit for the organization of this workshop.

- This was a great class! I really feel there has been a great improvement in the allocation of supplies since last fall.

- Completely revitalizing and inspirational to an older teacher. Ninety-six laminating "ovens" Ha! Ha! Any lectures, discussions, demonstrations, etcetera should be concentrated in one period. Segmented lab periods are most frustrating to most people in such a program.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS (continued)

. Very helpful.

. Please allow at least two entire days each week for lab work. Also, please limit outside speakers—and only invite persons who can bring learning centers to show.

. One of best organized inservice education classes. Outside speakers such as Reasoner from Walnut Creek good additions. Honestly publicized. A great help to math, reading, and elementary needs. Learning centers are an invaluable defensive technique for over-crowded classes with hetero abilities.

. I am sorry now that I did not take this course for the entire four weeks.

. This workshop has been extremely helpful to me. It was well organized with ample time to complete projects. Mr. Reasoner's talk was most inspiring.

. Best workshop I've taken in a long time in this school district. Thank you!

. I would have liked to get ideas on open-ended games and other activities that use special skills.

. I wasn't happy to be forced to listen to lectures that had nothing to do with my field. Eye-opening, but not practical! Workshop was very well organized. I thought workshop time was too long.

. I would suggest two sections because of the lineup at the various equipment centers in the workshop area.

. Ron and Ethel did an outstanding job in this workshop. They are a marvelous teaching team.

. Very good. I feel I am better prepared to begin another year of school. Ron and Ethel are very good and helpful. Fantastic four weeks!

. Lots of really great, useful ideas, plus time to create many of them for yourself--a fantastic workshop!

. One of the best workshops!

. Excellent in all areas. Materials provided all needs; instructors' organization was superior.

. Observations were not very valuable. Outside speakers were not all great. Liked Carol Steele--felt she was the best.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS (continued)

. I would suggest that machine sign-up (particularly the laminating machine) has a continuing list that would carry over to the next day if you didn't get a chance to work the day you were signed up. This would allow more people to work at the machines.

. Fantastic--beautifully organized! Mr. Kremer and Mrs. Breyfogle were extremely helpful. This was one of the most enjoyable classes I've ever taken--one of the biggest bargains I ever spent money on.

. Excellent. I really appreciate all of the help. It was great.

. Very well organized!

. "A job well done"--it was an extremely interesting and worthwhile experience! With a bit of "luck," I may see you in a city school some day.

. Too many lectures! Not enough workshop time. Very well organized workshop.

. Enjoyed course--made many useful things that I would have "put off" and hence would never have done. Lectures, good; exchange of ideas, great!

. A very well planned workshop.

. An excellent workshop!

. Enjoyed tremendously.

. Fantastic!

. I answered Question No. 3, no, because it was stated as a workshop and a great deal of workshop time was taken from us. I feel that we were treated very poorly by one instructor and supply aide the first week. It was very unjust treatment, and I was embarrassed that it represented our school district.

. More workshop time needed.

. None-- oh, yeah, never worked so hard--excellent choice of guest speakers.

. Excellent workshop. Would like to take it again.

. Excellent workshop for centers and for getting new ideas. Sharing displays, best part.

. Good inservice.

. Some lecturers were excellent!

. One of the best organized and most useful workshops I have attended.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS (continued)

. Class time was a bit choppy--one would just get started on a project, and it seemed like an observation was scheduled! But Ron and Ethel were great!

. Enjoyed this course a great deal.

. Thanks, you're great!

. Great!

. Maybe next time hold it to a pre-set number of enrollees.

. The leaders were excellent, helpful, and creative in direction and suggestions.

. The instructor-coordinators were excellent. My comments were voiced in a group evaluation with Ron Kremer and were in group accord. Let's have another session in 1975. I'm looking forward to another.

. Excellent course--anxious to try out all my new ideas.

. Fewer people, or done in sections.

. If possible, reduce the amount of time devoted to classroom observation; it was too much.

. I feel that Ron and Ethel did an outstanding job in assisting and instructing in this workshop. The materials (variety of) were so great and generously available.

. Very worthwhile.

. Ethel and Ron did a great job and much help was given when needed. Great job!!!

. Class size too large. Mrs. Gatherall, Dr. Poe, and Mr. Reasoner were very good.

. The amount of supplies available was terrific!

. In my 175 units of classes this has been the most useful, interesting, and best done of all of them. Thank you.

. Very useful.

. Time to work on activities should not be broken up. Would like more time even if were on an all-day workshop to cover it. I'm from out of town, and I felt very welcome and comfortable. Everyone was very nice!

. For those teachers who already are "sold" on learning centers, no lectures--please. There is sooo much to prepare in the workshop.

ADDITIONAL COMMENTS AND/OR SUGGESTIONS (continued)

- Excellent--really motivated.
- Would have appreciated longer, uninterrupted workshop time.
- The first week I felt was quite hectic. Too many people in the class and too long getting started on project. However, the next week proved much better.
- Have more workshops like this but limit the number of people--just too crowded.
- Excellent course. Very beneficial. Great ideas. Only bad point was the first supply girl--very rude. On the whole, I thoroughly enjoyed the class.
- Divide group for observation to better utilize limited production facilities.
- This was an exceptionally good workshop.
- More learning centers workshops!
- I felt the class was over-crowded. It made it difficult to get supplies and to use equipment. Perhaps it should be run in two 2-week segments instead of everyone being there at once.
- For a smoother start hand out an initial supply and proceed from there by requisitions.
- More time needed toward working on projects, and all materials in box given out first day.
- Please assume that some people already know something about education!
- I really enjoyed the speakers. Mrs. Gatherall gave us so many ideas--I wish we could have had a chance to view the things longer than just the day she was here!
- Materials for this type of work should be made readily available for other than resource teachers (especially at the junior high level).
- The speakers were excellent--good information. Work time was a bit short--such a wealth of ideas--needed more time to work on them.
- Class was too large! Poe and Kennedy talked at the level of student teaching. Anyone who didn't already know what they were saying ARE IN BIG TROUBLE. I hated playing musical chairs all the time. Too little time for classroom observations and work time.

5. LIST OTHER INSERVICE PROGRAMS YOU WOULD LIKE TO SEE OFFERED BY THE STAFF TRAINING SERVICES DEPARTMENT.

. Workshop

. Social science

. I would like to have a fall and spring center where we can go to continue work on learning centers. I could use a continuing exposure to new ideas for learning centers, as well as a chance to use the special equipment required.

. Observation for junior high school should be included in the class if possible.

. A workshop on learning centers for science! social studies!

. Wood-shop-science workshop--using tools, making microscopes, etcetera.

. Centers on social science--science

. More Early Childhood Education

. More science oriented courses for intermediate section

. More workshop time

. On Dreikurs class meetings

. Self-esteem

. I would continue this course in the fall at 8th & V if it were offered!

. Continued workshops in different areas.

. Offer again and LIMIT ENROLLMENT.

. Same next year.

. Bilingual education workshop--individual and center methods that can be used in such a situation.

. Reading diagnosis; learning centers in the social sciences

. Science workshop

. More like this one--

. More courses like this one.

. Workshops to continue making learning centers!

LIST OTHER INSERVICE PROGRAMS YOU WOULD LIKE TO SEE OFFERED BY THE STAFF TRAINING SERVICES DEPARTMENT (continued)

- More workshop with adequate workshop time
- Workshop to make provide materials/understanding culture of the Oriental child.
- More learning center classes in the fall
- Reading--language arts
- Continuance with this type of program
- Repeat of the same course but closer to the North area
- Continued instruction in learning centers--speakers
- Social studies techniques
- Workshops for one subject (learning centers--materials) at a time--math, language, art, etcetera
- Similar course as this in Eastern sector of town--specifically in one curriculum area--learning centers in the language arts. Also, puppetry and creative dramatics
- Math only workshops
- More of this same type--excellent workshop
- A series of physical education courses--how to teach volleyball, baseball, basketball, soccer, etcetera
- Interpersonal communications
- Something related to science and social studies
- Something very much like this one only just science
- Class on positive discipline
- Learning center ideas in subjects other than reading and math, especially for lower elementary grades
- A continuation of this course which would include more discussion or information on how you first set up learning centers in a class

mm
7/25/74

APPENDIX D, PART I

INSERVICE EDUCATION

FALL 1974

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department
810 V Street

Sacramento City Unified School District
Personnel Services Office
Staff Training Services Department

Board of Education

Grant Bennett, President
Thomas Chinn, Vice President
D. Jackson Faustman
Mrs. Eva S. Garcia
Judy Kerri
Hugh F. Melvin
William G. Rutland

Administration

Edward B. Fort, Superintendent
Joseph H. Lynn, Deputy Superintendent
Robert N. Hansen, Assistant Superintendent
Personnel Services
Fred J. Stewart, Administrator
Staff Training Services/Summer School Departments

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810
TELEPHONE 444-6060

EDWARD B. FORT
Superintendent

Dear Participant:

This 1974 fall brochure of Staff Training Services Department inservice education courses offers "new happenings" in training programs. Both the content and schedules have been designed to meet current training needs in today's educational settings.

The inservice courses emphasize contemporary trends in education. Opportunities will be provided for participants to explore innovative educational concepts and to develop curricular materials for classroom implementation. To more adequately meet the educational goals of the participants, a number of Staff Training Services Department inservice education courses are being co-sponsored by California State University, Sacramento Extension and University of California, Davis Extension. This arrangement will provide opportunities for both credential requirements and reduced tuition fees.

Personnel who plan to enroll in any one or more of these inservice courses may do so by completing the data required in the space provided below each course description; detach this pre-registration form and enclose registration and material fees (where applicable) and mail to:

(Using Sacramento City Unified School District mail)

Staff Training Services Department
School Mail Box #45

or

Staff Training Services Department
Sacramento City Unified School District
P.O. Box 2271
Sacramento, California 95810

This enrollment procedure will ensure your pre-registration in the desired course(s). All registrations will be accepted unless otherwise notified.

Interested personnel from school districts outside Sacramento City Unified are invited to participate. San Juan Unified School District, Folsom-Cordova Unified School District, Washington Unified School District personnel are not required to secure prior approval.

-over-

Elk Grove Unified and Sacramento City Unified personnel participating for salary credit should secure prior approval.

It is recommended that participants who have questions relative to salary credit should contact their respective district's personnel department. Following are the telephone numbers for questions related to participation for salary credit:

Elk Grove Unified School District	685-9422
Folsom-Cordova Unified School District . . .	985-4483
Sacramento City Unified School District . . .	454-8567
San Juan Unified School District	484-2561
Washington Unified School District	371-9300

Any questions concerning the courses offered should be directed to Gene Jensen, director, Training and Safety, Staff Training Services Department, 454-8567.

Sincerely,

Fred J. Stewart

Fred J. Stewert
Administrator
Staff Training Services/
Summer School Departments

FJS:mh

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October 33
November 34
December 35

INSERVICE EDUCATION COURSES

FALL 1974

Courses Beginning In September

AFRO-AMERICAN IN UNITED STATES HISTORY, 776-156

ART AS A LEARNING EXPERIENCE, Preschool-6, 776-247

ASIAN EXPERIENCE IN AMERICA, 708-95

EVALUATING A SECONDARY SCHOOL GIFTED PROGRAM, 776-226

HOW CHILDREN LEARN, X196

LET'S GET IN AND SING, K-3, 708-126

LET'S PUT THE EXTRAS IN MUSIC AND SING, 4-6, 708-127

PARENT PARTICIPATION, PRESCHOOL, 708-13

SUGAR AND SPICE: SEXISM IN PUBLIC EDUCATION, 776-249
-- UCD, Co-Sponsor

TEACHING MODERN SCHOOL MATH, K-6, 776-234
-- UCD, Co-Sponsor

THINK METRIC, 776-194
-- CSUS and UCD, Co-Sponsors

WORKSHOP IN READING FOR NON-ENGLISH MAJORS, Secondary Level, 776-237

Courses Beginning In October

CHILDREN AND COOKING: NEW TRENDS IN LEARNING, Preschool-3, 776-235
-- CSUS and UCD, Co-Sponsors

DEVELOPING MINI LAB PACKAGES FOR MATH CONCEPTS, 4-7, 776-240

EDUCATION: PROGRESS TOWARD TOMORROW, 776-238
-- UCD, Co-Sponsor

GIVING SCIENCE A NEW LOOK, K-6, 776-245 **BEST COPY AVAILABLE**

HAMMER AND SAW: CREATIVE CARPENTRY IN THE CLASSROOM, Preschool-3, 776-239
-- CSUS and UCD, Co-Sponsors

IT'S A SMOOTH OPERATION, IT'S A GREAT PLACE -- IT'S THE LIBRARY, K-6, 776-236

MEDIA ON A SHOESTRING, 776-233
-- UCD, Co-Sponsor

PRINCIPLES OF ADULT EDUCATION, 776-250
-- UCD, Co-Sponsor

Courses Beginning In November/December

DEVELOPING MINI LEARNING CENTER UNITS, K-8, 776-242
-- CSUS and UCD, Co-Sponsors

ETHNIC CULTURE: AMERICAN STYLE, 776-244
-- UCD, Co-Sponsor

JOY IN BOOKS, 4-8, 776-241

METHODS AND MATERIALS IN READING SKILLS, 1-6, 776-243

PLAY AND MOTOR PATTERNING SKILLS, K-3, 776-212
-- CSUS, Co-Sponsor

SCHOOL FINANCE, WHERE IT IS NOW, 776-150

INFORMATION

COURSES/DESCRIPTIONS are listed in the brochure in CHRONOLOGICAL order. Monthly calendars of courses/schedules are included at the end of the brochure for your convenience.

ENROLLMENT PROCEDURES, refer to cover letter.

REGISTRATION FORM(S) to be returned to the Staff Training Services Department by the date(s) specified on the application(s).

TOTAL FEE(S) INCLUDING MATERIALS FEE(S) WITH PRE-REGISTRATION REQUIRED

(Unless Otherwise Indicated)

MAKE ALL CHECKS PAYABLE TO:

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

MAILING INSTRUCTIONS, refer to cover letter.

REFUND DEADLINE, one (1) day previous to first class meeting.

PARENT PARTICIPATION, PRESCHOOL, 708-13

Naomi B. Kabakov and Jane D. Talbert
Parent and Preschool Education

Washington School
1717 E Street
Room 28

SEPTEMBER 12, 26/OCTOBER 10, 24/ NOVEMBER 14/DECEMBER 12, 1974/ JANUARY 9, 1975	Thursdays 9-11 a.m. or 1-3 p.m.
District Salary Credit	1 Unit

This course is designed to help teachers of parent and preschool education plan their program. Sessions will include curriculum ideas for multi-cultural education, an audio-visual workshop, suggestions for managing disruptive behavior and special emphasis on parent education.

REGISTRATION AT FIRST CLASS MEETING

Registration Fee $2.00
Materials Fee $3.50

PAYABLE AT FIRST CLASS MEETING

SUGAR AND SPICE:
SEXISM IN PUBLIC EDUCATION, 776-249

Ellen Alquist
Folsom-Cordova Unified

Isador Cohen Elementary School
9025 Salmon Falls Drive

SEPTEMBER 13-14: 2 Sessions	Friday 6-10 p.m. Saturday 9-4 p.m.
District Salary Credit	½ Unit
UCD Extension Credit (Optional)	1 Quarter Unit

A potpourri of information on sexism in education and effective teaching strategies. The focus is on challenges feminists have put to public schools, reviewing sexist and non-sexist children's literature and texts, acquiring teaching techniques, and exploring your own position on the issues. Guest speakers will include Maryann Gatherall, UCD; Pamela Faust, Commission on the Status of Women; Andrea Mohn, NOW. PRE-REGISTRATION REQUIRED.

Registration Fees:

-- District Salary Units $2.00
-- UCD Extension Units $7.50

APPLICATION Sugar and Spice: Sexism in Public Education, 776-249

Check CREDIT DESIRED: District ____ ½ unit UCD ____ 1 quarter unit

Last Name First Initial ____ Office/School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

____ Out-of-District Home Address

EVALUATING A SECONDARY SCHOOL GIFTED PROGRAM, 776-226

JacqueIynne Caplan
Mentally Gifted Program

Sutter Junior High School
3150 I Street
Room 109

SEPTEMBER 13 - OCTOBER 5: Various Sessions	To be arranged
First Session: Orientation Workshop	Friday, September 13 6:30 - 10:30 p.m.
District Salary Credit	1 Unit

This course has been developed to aid those teachers involved in designing and evaluating their school's gifted program. Each person enrolled in the course will attend the orientation workshop and contract with the instructor to fulfill the required course hours in small group or individual programs at his/her school.

- aid in writing goals and objectives
- defining a qualitatively different program
- evaluation strategies
- focus on your school's program

PRE-REGISTRATION REQUIRED.

Registration Fee $2.00 PAYABLE AT FIRST CLASS MEETING

APPLICATION Evaluating a Secondary School Gifted Program, 776-226

Last Name First Initial School

Assignment: ____________________

DETACH and RETURN to Staff Training Services Department by September 6, 1974.

Out-of-District Home Address

1 Salary Unit

LET'S GET IN AND SING, K-3, 708-126

Barbara J. Cooper
O.W. Erlewine

O.W. Erlewine Elementary School
2441 Stansberry Way
Kindergarten Room

SEPTEMBER 16-21: 3 Sessions	Monday, Tuesday 4-6 p.m. Saturday 1-5 p.m.
District Salary Credit	½ Unit

A course emphasizing music that appeals to young children and can be material for special programs as well as the classroom program:

- -- songs all children should know
- -- special holiday songs for young children
- -- body movement through song and rhythmic activities
- -- use of instruments

"Learn by doing" as many of these as possible during class time. Consideration will be given to suggestions for activities not included. Any materials needed can be supplied by the participants. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

APPLICATION Let's Get In and Sing, K-3, 708-126

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

½ Salary Unit

Out-of-District Home Address

LET'S PUT THE EXTRAS IN MUSIC AND SING, 4-6, 708-127

Theresa A. Schrock
Collis P. Huntington

Collis P. Huntington Elementary School
5921 26th Street
Library

SEPTEMBER 16-21: 3 Sessions	Monday, Tuesday 4-6 p.m. Saturday 1-5 p.m.
District Salary Credit	½ Unit

A course emphasizing the "extras" in music which appeal to children and which can be materials for holiday programs, PTA programs, or the regular classroom music program:

- -- sure fire songs
- -- special song arrangements
- -- use of instruments
- -- movie making
- -- slide shows, etc.

"Learn by doing" as many of these as possible during class time. Consideration will be given to suggestions for activities not included. Any materials needed during the course can be supplied by the participants. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

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APPLICATION Let's Put the Extras In Music and Sing, 4-6, 708-127

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

½ Salary Unit

Out-of-District Home Address

WORKSHOP IN READING FOR NON-ENGLISH MAJORS, Secondary Level, 776-237

Dr. Robert Edwards
Assistant Professor of Education
California State University, Sacramento

Luther Burbank Senior High School
3500 Florin Road
Room

SEPTEMBER 16-17/23-24: 4 Sessions Monday(s) 4:30 - 6:30 p.m.
Tuesday(s) 4:30 - 6:30 p.m.

District Salary Credit ½ Unit

This course will explore and present diverse methods for teaching reading and using reading skills in classes other than English. A major problem in senior high schools is student inability to function effectively with the written word. This course will arm the teacher of mathematics, science, social studies, family and consumer education, business education, and industrial arts classes with strategies and techniques that might help students learn through reading. Practical suggestions and classroom methods will be stressed. Also included will be an overview of methods of assessing the suitability of materials for the various content areas as well as a discussion of types of materials suitable for use in the classrooms with students of widely varied reading ability.

Participants are encouraged to bring with them to the first class meeting: paper, notebook, pen, pencil, sample text from teacher's subject area, ditto masters. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

APPLICATION Workshop In Reading for Non-English Majors, Secondary Level, 776-237

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

½ Salary Unit

Out-of-District Home Address

THE AFRO-AMERICAN IN UNITED STATES HISTORY, 776-156

Fred D. Ross
California Junior High

California Junior High School
2991 Land Park Drive
Room 14

SEPTEMBER 18 - JANUARY 15, 1975: 15 Sessions	Wednesday(s) 4-6 p.m.
District Salary Credit	2 Units

This course is a historical account of the Black Man's existence in America. It views some of the great African civilizations of the past; traces his history to 1900.

The following subjects will be explored: Slavery -- its origin, growth characteristics and eventual elimination; contributions made by blacks in every war in which America has fought; cultural, political, scientific, and economic contributions; events leading up to the Civil War; the fighting of the war itself and the post-slavery period. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

Note: A follow-up course will be taught during the 1975 Spring Semester by Mr. Ross that deals with events in the lives of Black people from 1900 to the present; recent Civil Rights Movements; the present Civil Rights Movements; and current attitudes, problems and feelings of Black youth.

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APPLICATION The Afro-American in United States History, 776-156

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by

FRIDAY, SEPTEMBER 6, 1974

2 Salary Units

Out-of-District Home Address

HOW CHILDREN LEARN, X196

Dr. Ancel Tikasingh
Associate Professor
California State University, Sacramento

Woodbine Elementary School
2500 52nd Street
Sacramento

SEPTEMBER 25 - NOVEMBER 25: 10 Sessions Wednesday(s) 4-7 p.m.

CSUS Extension Credit 2 Semester Units

Department: EDUCATION (Behavioral Sciences)

Exploration of recent literature in the area of human learning. Topics such as the following will be discussed and their implications for classroom learning noted: educational goals and learning; need system and motivation; learning in a comparative educational perspective; child training and personality; the nature of intelligence. Other areas of interest to students will be explored.

REGISTRATION AT FIRST CLASS MEETING

Registration Fee $56.00

Tuition Refund Deadline: October 15, 1974

THE ASIAN EXPERIENCE IN AMERICA, 708-95

Raymond G. Fong
William Land Elementary School

Sutter Junior High School
3150 I Street
Room 109

SEPTEMBER 25 - JANUARY 22, 1975: 15 Sessions	Wednesday(s) 6-30 - 8:30 p.m.
District Salary Credit	2 Units

An introduction to the Asian American perspective. The course will examine the literature and heroes of the Asian American experience. The range of literary genre will be studied in terms of literary significance as well as their cultural, political, and psychological impact. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

APPLICATION The Asian Experience In America, 708-95

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by
FRIDAY, SEPTEMBER 6, 1974

2 Salary Units

Out-of-District Home Address

ART AS A LEARNING EXPERIENCE, Preschool-6, 776-247

Anthony S. Flores
Hubert H. Bancroft

Judith A. Pomares
Extension Instructor
American River

Hubert H. Bancroft Elementary School
2929 Belmar Street
Room 20

SEPTEMBER 27-28/OCTOBER 4-5: 4 Sessions	Friday(s) 6-10 p.m. Saturday(s) 8-12 noon
District Salary Credit	1 Unit

This course will introduce teachers to the various art media and techniques applicable to preschool - Grade 6. Participants will develop step-by-step art lessons with finished samples which can be used as individual lessons, group lessons, bulletin board displays and/or learning center activities. FOR PRESCHOOL AND ELEMENTARY TEACHERS.

PRE-REGISTRATION REQUIRED

Registration Fee $2.00 Materials Fee $3.50

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APPLICATION Art as a Learning Experience, Preschool-6, 776-247

Last Name ______ First ______ Initial ______ School ______

Please Check: Preschool____ K____ Primary____ Intermediate____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

1 Salary Unit

____
Out-of-District Home Address

THINK METRIC, 776-194

Dr. Edward Arnsdorf
Associate Professor of Teacher Education
California State University, Sacramento

Lynda E. Forsberg
Freeport Elementary School

Sutter Junior High School
3150 I Street
Room 109

SEPTEMBER 27 - OCTOBER 19: 8 Sessions	Friday(s) 7-9 p.m. Saturday(s) 8-12 noon
District Salary Credit	2 Units
University Extension Credit (Optional):	
CSUS	2 Semester Units
UCD	3 Quarter Units

-- Credential Value: Partial Fulfillment, Elementary Methods in Mathematics

An opportunity will be offered whereby students will participate in activities that provide them with experiences in metrics. Ideas and sample worksheets will be provided that can be used in one's own classroom. Introduction to the logic of the metric system through use of weights and measurements will be demonstrated. PRE-REGISTRATION REQUIRED.

Registration Fees:

-- District Salary Units	$2.00
-- CSUS Extension Units	$18.00
-- UCD Extension Units	$22.50

APPLICATION Think Metric, 776-194

Check CREDIT DESIRED: District ____ 2 units CSUS ____ 2 semester units UCD ____ 3 quarter units

Last Name ____ First ____ Initial ____ School ____

Check: Presch____ K____ Prim____ Inter____ Jr. Hi____ Sr. Hi____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

____
Out-of-District Home Address

TEACHING MODERN SCHOOL MATH, K-6, 776-234

Pamela L. Santich
Staff Training Services Department

Materials Laboratory and Work Center
810 V Street
Room 4

SEPTEMBER 30 - OCTOBER 19: 12 Sessions/3 Weeks	Monday(s) 5:30 - 7:30 p.m. Tuesday(s) 5:30 - 7:30 p.m. Wednesday(s) 5:30 - 7:30 p.m. Saturday(s) 1-5 p.m.
District Salary Credit	2 Units or ½ Unit Per Week
UCD Extension Credit (Optional) -- Partial Fulfillment, Elementary Credential, Methods in Teaching Mathematics (UCD only)	3 Quarter Units

This course is designed to present the basic concepts and skills contained in the elementary school mathematics program. Methods and techniques used to supplement and reinforcement the basic concepts will be discussed and demonstrated. A substantial portion of the course will be devoted to workshop so that the participants can develop classroom materials. PRE-REGISTRATION REQUIRED.

WEEKLY EMPHASIS

Week I.	Set Theory; Number Theory
Week II.	Computational Skills; Properties of Mathematics
Week III.	Continuation of Computational Skills; Geometry; Fractions

Registration Fees:
-- District Salary Units $2.00
-- UCD Extension Units $22.50

Materials Fee $5.00
$2.50 per ½ Salary Unit

APPLICATION Teaching Modern School Math, K-6, 776-234

Check CREDIT DESIRED: District ______ 2 units or Wk 1 ______ ½ unit Wk 2 ______ ½ unit Wk 3 ______ ½ unit

UCD ______________ 3 quarter units

Last Name First Initial School

Please Check: Kindergarten____ Primary____ Intermediate____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 6, 1974

Out-of-District Home Address

EDUCATION: PROGRESS TOWARD TOMORROW, 776-238
Lawrence E. Willett, Principal
Luther Burbank Senior High School
Coordinator

Luther Burbank Senior High School
3500 Florin Road
Little Theater

OCTOBER 7 - NOVEMBER 25: 8 Sessions	Monday(s) 7-10 p.m.
District Salary Credit	2 Units
UCD Extension Credit (Optional)	3 Quarter Units

During the last fourteen years, we have seen an unprecedented effort to initiate curricular reform in the public schools. Major projects have produced programs, materials, and content reform in most of the subject matter areas. It is felt, however, that most change has occurred in the elementary schools, rather than the junior high and high schools.

This lecture series will address itself to some of the curricular innovations that offer hope at the middle and secondary levels. Lecturers will report on projects that are under way that offer real hope of success.

October 7 Introduction
Dr. Donald McKinley, Chief Deputy, Superintendent of Public Instruction, State of California

-over-

APPLICATION Education: Progress Toward Tomorrow, 776-238

Check CREDIT DESIRED: District ______ 2 units UCD ______ 3 quarter units

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

Out-of-District Home Address

October 14	Transformation of Tradition: Alternatives, Pluralistic Schools, and the Communtiy Learning Center --- Herman Ohme, Principal, Cubberley High School, Palo Alto
October 21	Teenage Apprentices--Out of the Classroom, Into the World --- Paul Peters, Manager, Career Education Task Force, State Department of Education
October 28	The Middle School Concept --- Ernest Berger, Principal, San Ramon Valley Unified School District
November 4	Changing Environments: No Longer Four Walls Do a Classroom Make! --- Joel Grey, Lecturer and Supervisor, San Bernardino State College
November 11	The Principal's Role in Change --- Thomas A. Shaheen, Educational Consultant, San Francisco
November 18	Curriculum for Survival: Schooling for Tomorrow --- Penrod Moss, Director, Pacific Hills Schools, Santa Monica
November 25	Alternatives for Urban School Reform --- Mario Fantini, Dean of Education, New Paltz Community College, New York

PRE-REGISTRATION REQUIRED.

Registration Fees:

-- District Salary Units $2.00
-- UCD Extension Units $22.50

CHILDREN AND COOKING:
NEW TRENDS IN LEARNING, Preschool-3, 776-235
Wayne D. Weil
Staff Training Services Department

Phoebe Hearst Elementary School
1410 60th Street
Multipurpose Room

OCTOBER 11-12/18-19: 4 Sessions	Friday(s) 6-10 p.m. Saturday(s) 8-12 noon
District Salary Credit	1 Unit
University Extension Credit (Optional):	
CSUS	1 Semester Unit
UCD	2 Quarter Units

This course is designed to acquaint preschool, kindergarten, and primary teachers with methods, ideas and materials which can be used for cooking in the classroom. Language and mathematics skills which can be related to the cooking activities will be developed and discussed. Simple recipes which can be used by children and teachers will be given and developed. A cookbook will be created by participants. PRE-REGISTRATION REQUIRED.

Registration Fees: Materials Fee $3.50

-- District Salary Units $2.00
-- CSUS Extension Units $9.00
-- UCD Extension Units $15.00

APPLICATION Children and Cooking: New Trends in Learning, Preschool-3, 776-235

Check CREDIT DESIRED: District ____ 1 unit CSUS ____ 1 semester unit UCD ____ 2 quarter unit

Last Name First Initial ____ School ____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

Out-of-District Home Address ____

IT'S A SMOOTH OPERATION,
IT'S A GREAT PLACE -- IT'S THE LIBRARY!, K-6, 776-236

Ethel E. Breyfogle
Staff Training Services Department

Phoebe Hearst Elementary School
1410 60th Street
Library

OCTOBER 11-12/18-19: 4 Sessions — Friday(s) 6-10 p.m.
Saturday(s) 8-12 noon

District Salary Credit — 1 Unit

This course is intended for teacher-librarians, aides assigned to the library, and community volunteers who assist in the library. The first half of the course will focus on "housekeeping chores", those necessary duties which keep the library orderly, functional and running smoothly. Helpful suggestions for room arrangement, bulletin boards, cataloging, storage, shelving, and methods of book circulation will be discussed. The second half of the course will focus on the student's library experience. Suggestions for teaching library skills will be presented. Library activities to motivate reading and really interest children in books will be discussed. The library as media center will be examined. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

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APPLICATION It's a Smooth Operation, It's a Great Place -- It's the Library!, K-6, 776-236

Last Name First Initial ____________ School ____________

Please Check: Kindergarten_____ Primary_____ Intermediate_____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

1 Salary Unit

____
Out-of-District Home Address

GIVING SCIENCE A NEW LOOK, K-6, 776-245

Betty M. McCarty
Pony Express

Merwin L. Quimby
William Land

William Land Elementary School
1116 U Street
Library

OCTOBER 22-23/DECEMBER 3-4: 4 Sessions	Tuesday(s) 4-6 p.m. Wednesday(s) 4-6 p.m.
District Salary Credit	½ Unit

A mini multi-media course presentation of basic science for teachers of all elementary grade levels. The course is designed to impart to teachers the fundamental knowledge on which to build a viable science study for their students. The first two (2) sessions will cover plants and animals with an emphasis upon specimens in our immediate area. The second two (2) sessions will be directed toward rocks, simple machines, and electricity. Students will be give a comprehensive evaluation worksheet at the last class meeting. The questions on the worksheet will be directly from materials, discussins and experiments covered in the class sessions. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00	Materials Fee $2.50

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APPLICATION Giving Science A New Look, K-6, 776-245

Last Name First Initial School

Please Check: Kindergarten_____ Primary_____ Intermediate_____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

½ Salary Unit

Out-of-District Home Address

DEVELOPING MINI LAB PACKAGES FOR MATH CONCEPTS, 4-7, 776-240

Ronald E. Kremer
Staff Training Services Department

Materials Laboratory and Work Center
810 V Street
Room 4

OCTOBER 25-26: 2 Sessions	Friday 6-10 p.m. Saturday 1-5 p.m.
District Salary Credit	½ Unit

This course is designed to give experience and aid to teachers in developing mini lab packages or "learning episodes" for teaching mathematics concepts. Participants will be involved in many learning episodes emphasizing concrete, manipulative activities. Time will be given for planning and developing at least one mini lab package which can be used at a learning center, learning station, interest and enrichment corner, or for a general class lab activity. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00	Materials Fee $2.50

APPLICATION Developing Mini Lab Packages For Math Concepts, 4-7, 776-240

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

½ Salary Unit

Out-of-District Home Address

HAMMER AND SAW:
CREATIVE CARPENTRY IN THE CLASSROOM, Preschool-3, 776-239

Wayne D. Weil
Staff Training Services Department

Phoebe Hearst Elementary School
1410 60th Street
Multipurpose Room

OCTOBER 25-26/NOVEMBER 1-2: 4 Sessions	Friday(s) 6-10 p.m. Saturday(s) 8-12 noon
District Salary Credit	1 Unit
University Extension Credit (Optional):	
CSUS	1 Semester Unit
UCD	2 Quarter Units

This course will acquaint preschool, kindergarten and primary teachers with material, methods, and plans for creative classroom carpentry. Simple tools and their uses/material and media will be discussed, shown, and used. A small simple project will be created by the participants. PRE-REGISTRATION REQUIRED.

Registration Fees: Materials Fee $3.50

-- District Salary Unit	$2.00
-- CSUS Extension Unit	$9.00
-- UCD Extension Units	$15.00

APPLICATION Hammer and Saw: Creative Carpentry In the Classroom, Preschool-3, 776-239

Check CREDIT DESIRED: District ____ 1 unit CSUS ____ 1 semester unit UCD ____ 2 quarter units

Last Name ____ First ____ Initial ____ School ____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

____
Out-of-District Home Address

PRINCIPLES OF ADULT EDUCATION, 776-250

Hazel W. Mahone
Coordinator
Adult Education Program Development

Board of Education Room
1619 N Street

OCTOBER 25-26/NOVEMBER 15-16/ DECEMBER 6-7: 6 Sessions	Friday(s) 5-8 p.m. Saturday(s) 9-5 p.m.
District Salary Credit	2 Units
UCD Extension Credit (Optional)	3 Quarter Units

The main objective of the course is to direct students in the development of the basic principles underlying the meaning, purpose, significance and opportunity of adult education in a society involved in rapid social change. A study of the task of teachers of adults involving 1) the nature of the adult learner; 2) basic principles in teaching adults; 3) generalizations of value regarding the structure and dynamics of each class as a group; 4) the interaction of teacher and members presentation of subject matter to adults. Consideration will also be given to the bases for decision-making by teachers of adults with emphasis on theory of particular help and value. PRE-REGISTRATION REQUIRED.

Registration Fees:

-- District Salary Units $2.00
-- UCD Extension Units $22.50

APPLICATION Principles of Adult Education, 776-250

Check CREDIT DESIRED: District ______ 2 units UCD ______ 3 quarter units

Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

Out-of-District Home Address

MEDIA ON A SHOESTRING, 776-233

David E. Burmester
Davis Senior High School

Materials Laboratory and Work Center
810 V Street
Room 4

OCTOBER 28 - NOVEMBER 16: 12 Sessions

Monday(s) 5:30 - 7:30 p.m.
Tuesday(s) 5:30 - 7:30 p.m.
Wednesday(s) 5:30 - 7:30 p.m.
Saturday(s) 1-5 p.m.

District Salary Credit	2 Units
UCD Extension Credit (Optional) -- Partial Fulfillment, Elementary Credential (UCD only)	3 Quarter Units

Though often most persuasive as educational materials, non-print media are seldom used regularly in elementary and secondary classrooms due to the expense involved. This workshop focuses on ways of using non-print media -- film, video, radio, audiotape, photography and so forth -- cheaply. Emphasis will be on access to or production of free or inexpensive non-print instructional materials and what to do with them once you have them. This class will prepare its own "Whole Media Catalog". PRE-REGISTRATION REQUIRED.

Registration Fee:

Materials Fee $5.00

-- District Salary Units $2.00
-- UCD Extension Units $22.50

APPLICATION Media On a Shoestring, 776-233

Check CREDIT DESIRED: District ______ 2 units UCD ______ 3 quarter units

____ ____________________
Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, SEPTEMBER 27, 1974

____
Out-of-District Home Address

JOY IN BOOKS, 4-8, 776-241

Ethel E. Breyfogle
Staff Training Services Department

Caleb Greenwood Elementary School
5457 Carlson Drive
Room

NOVEMBER 1-2: 2 Sessions	Friday 6-10 p.m. Saturday 8-12 noon
District Salary Credit	½ Unit

This course will explore ways to involve intermediate and junior high school pupils in the joys of reading. It will suggest activities to enhance the understanding and appreciation of our rich literary heritage. Ideas will be given for story-telling, dramatization and the sharing of reading experiences. A portion of the course will be devoted to workshop activities for the development of classroom materials. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00 Materials Fee $2.50

APPLICATION Joy In Books, 4-8, 776-241

Last Name First Initial School

Please Check: Intermediate_____ Junior High_____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, OCTOBER 18, 1974

½ Salary Unit

Out-of-District Home Address

ETHNIC CULTURE: AMERICAN STYLE, 776-244

Dr. Irving Jackson
Assistant Superintendent
Sacramento City Unified School District
Coordinator

C.K. McClatchy Senior High School
3066 Freeport Boulevard
Room 9
Sacramento

NOVEMBER 1-16: 9 Sessions — Friday(s) 7-10 p.m.
Saturday(s) 9-5 p.m.

UCD Extension Credit — 3 Quarter Units

Is there an "American" culture. Has the concept of the "melting pot" succeeded? What accounts for the growing interest in ethnicity today? This lecture series explores the characteristics, growth, and interaction of Sacramento's major ethnic communities from a social, historical, cultural, and political viewpoint. Emphasis is on development of an appreciation of ethnic traditions and the value of a pluralistic society.

Guest lecturers are drawn from the City's major ethnic communities.

Friday night: November 1 — The rise and fall of the American "melting pot" - from pure to mixed cultures, early settlers and ethnic immigration .... William Pickens, doctoral candidate in history, UC Davis

Saturday morning: November 2 — Black culture: ethnic, religious and social conflict within the black community, discrimination, integration, separatism, black survival .... Oliver Sims, Oliver Sims Associates, Sacramento

-over-

APPLICATION Ethnic Culture: American Style, 776-244

Last Name First Initial Office/School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, OCTOBER 18, 1974

Out-of-District Home Address

UCD
3 Quarter Units

DEVELOPING MINI LEARNING CENTER UNITS, K-8, 776-242

Ethel E. Breyfogle
Staff Training Services Department

Caleb Greenwood Elementary School
5457 Carlson Drive
Multipurpose Room

NOVEMBER 8-9/22-23: 4 Sessions	Friday(s) 6-10 p.m. Saturday(s) 8-12 noon
District Salary Credit	1 Unit or ½ Unit Per: Sessions 1-2 Sessions 3-4
University Extension Credit (Optional):	
CSUS	1 Semester Unit
UCD	2 Quarter Units

This course will offer participants the opportunity to acquire or increase knowledge in the use of classroom learning centers. Examples of learning centers will be displayed and demonstrated. A suggested outline will be provided and help will be given in planning. Participants are free to select any area of the curriculum in which to develop a "mini" learning center unit. Teachers are encouraged to bring textbooks, workpages and other materials they wish to include in a center. A substantial portion of time will be spent in workshop activities where learning center materials can be developed. PRE-REGISTRATION REQUIRED.

Registration Fees:

-- District Salary Units $2.00
-- CSUS Extension Units $9.00
-- UCD Extension Units $15.00

Materials Fee $5.00

-- $2.50 per ½ Salary Unit

APPLICATION Developing Mini Learning Center Units, K-8, 776-242

Check CREDIT DESIRED: District ______ 1 unit or Sessions 1-2 ______ ½ unit / Sessions 3-4 ______ ½ unit

CSUS ______ 1 semester unit UCD ______ 2 quarter units

______________________________ ______________________
Last Name First Initial School

Please Check: Kindergarten____ Primary____ Intermediate____ Junior High____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, OCTOBER 18, 1974

____
Out-of-District Home Address

PLAY AND MOTOR PATTERNING SKILLS, K-3, 776-212

Barbara J. Cooper
O.W. Erlewine

O.W. Erlewine Elementary School
2441 Stansberry Way
Kindergarten Room

NOVEMBER 15-16/DECEMBER 7 and 14: 4 Sessions	Friday 6-10 p.m. Saturday(s) 8-12 noon
District Salary Credit	1 Unit
CSUS Extension Credit (Optional)	1 Semester Unit

A workshop for kindergarten/primary teachers emphasizing the physical development of young children through play and motor patterning skills.

Areas to be covered:

- Balancing Equipment (Stegal equipment included)
- Hoola Hoops and Tires
- Ropes
- Bean Bags
- Balls (all kinds)
- Rhythmic Activities (body movement included)

Participants will develop a card file for gross motor activities to be used with children K through 3. Materials used in the workshop may be brought from home or from individual schools. PRE-REGISTRATION REQUIRED.

Registration Fee:

-- District Salary Unit $2.00
-- CSUS Extension Unit $9.00

APPLICATION Play and Motor Patterning Skills, K-3, 776-212

Check CREDIT DESIRED: District ____ 1 unit CSUS ____ 1 semester unit

______________________________ ______________
Last Name First Initial School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, OCTOBER 18, 1974

____
Out-of-District Home Address

METHODS AND MATERIALS IN READING SKILLS, 1-6, 776-243

Sue C. Nelson
Staff Training Services Department

Materials Laboratory and Work Center
810 V Street
Room 4

NOVEMBER 18 - DECEMBER 14: 9 Sessions/3 Weeks (Thanksgiving Week Omitted)	Monday(s) 5:30 - 7:30 p.m. Friday(s) 6-10 p.m. Saturday(s) 1-5 p.m.
District Salary Credit	2 Units or ½ Unit Per Week
UCD Extension Credit (Optional):	3 Quarter Units

-- Credential Value: Partial Fulfillment, Elementary Methods in Teaching Reading including Phonics (UCD Extension only)

The basic skills and concepts contained in a developmental reading program will be presented and discussed. Methods and techniques used to supplement and reinforce the reading skills introduced in the basic program will be demonstrated. Workshop time will be provided for participants to develop materials and activities.

WEEKLY EMPHASIS

Week I.	Word Analysis Skills
Week II.	Comprehension Skills
Week III.	Enrichment

PRE-REGISTRATION REQUIRED.

Registration Fees: Materials Fee $5.00

-- District Salary Units $2.00
-- UCD Extension Units $22.50

APPLICATION Methods and Materials In Reading Skills, 1-6, 776-243

Check CREDIT DESIRED: District ______ 2 units or Wk 1 ______ ½ unit Wk 2 ______ ½ unit Wk 3 ______ ½ unit

UCD ______ 3 quarter units

Last Name First Initial ______ School

Please Check: Primary____ Intermediate____

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, OCTOBER 18, 1974

______
Out-of-District Home Address

SCHOOL FINANCE, WHERE IT IS NOW, 776-150

Bruce M. Mangerich
Director
Budget Services Department

Administration Building
1619 N Street
Personnel Conference Room

DECEMBER 2-3-4-5-9-10-11-12: 8 Sessions	Monday(s) 5-7 p.m. Tuesday(s) 5-7 p.m. Wednesday(s) 5-7 p.m. Thursday(s) 5-7 p.m.
District Salary Credit	1 Unit

This course is designed to provide a working knowledge of the essentials of public school finance in California. Primary emphasis will be placed on the basic sources of funding which include federal, SB 90 revenue limits, and local revenues.

Other aspects will include: the new State accounting manual; trends in school finance and the implications of Serrano vs. Priest; school bonds and Field Act Legislation. The course will be illustrated by detailed analysis of Sacramento City Unified School District's 1974-75 adopted budget as it applies to the above areas, and by analysis of representative California School Districts. PRE-REGISTRATION REQUIRED.

Registration Fee $2.00

APPLICATION School Finance, Where It Is Now, 776-150

Last Name First Initial Office/School

DETACH and Return With YOUR CHECK to Staff Training Services Department by FRIDAY, OCTOBER 18, 1974

Out-of-District Home Address

1 Salary Unit

FALL 1974 - SEPTEMBER SCHEDULE
INSERVICE EDUCATION COURSES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4	5	6	7
9	10	11	12 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool	13 6:00 - 10:00 pm Sexism In Public Education 6:30 - 10:30 pm Evaluating Gifted Prog., Secondary	14 9:00 am - 4:00 pm Sexism In Public Education
16 4:00 - 6:00 pm Let's Get In and Sing, K-3 Let's Put the Extras In Music and Sing, 4-6 4:30 - 6:30 pm Reading for Non-English Majors, Secondary	17	18 4:00 - 6:00 pm Afro-American	19	20	21 1:00 - 5:00 pm Let's Get In and Sing, K-3 Let's Put the Extras In Music and Sing, 4-6
23 4:30 - 6:30 pm Reading for Non-English Majors, Secondary	24	25 4:00 - 6:00 pm Afro-American 4:00 - 7:00 pm How Children Learn: Refer to p. 11 for further info 6:30 - 8:30 pm Asian Experience	26 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool	27 6:00 - 10:00 pm Think Metric Art As a Learning Experience, Preschool-6	28 8:00 am - 12:00 noon Think Metric Art As a Learning Experience, Preschool-6
30 5:30 - 7:30 pm Teaching Modern School Math, K-6					

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 5:30 - 7:30 pm Teaching Modern School Math, K-6	2 4:00 - 6:00 pm Afro-American 5:30 - 7:30 pm 6:30 - 8:30 pm Asian Experience	3	4 6:00 - 10:00 pm Think Metric Art As a Learning Experience, Preschool-6	5 8:00 am - 12 noon 1:00 - 5:00 pm Teaching Modern School Math, K-6
7 5:30 - 7:30 pm 7:00 - 10:00 pm Education: Progress Toward Tomorrow	8 5:30 - 7:30 pm Teaching Modern School Math, K-6	9 4:00 - 6:00 pm Afro-American 5:30 - 7:30 pm 6:30 - 8:30 pm Asian Experience	10 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool	11 6:00 - 10:00 pm Think Metric Children and Cooking, Preschool-3 It's the Library, K-6	12 8:00 am - 12 noon 1:00 - 5:00 pm Teaching Modern School Math, K-6
14 5:30 - 7:30 pm 7:00 - 10:00 pm Education: Progress Toward Tomorrow	15 5:30 - 7:30 pm Teaching Modern School Math, K-6	16 4:00 - 6:00 pm Afro-American 5:30 - 7:30 pm 6:30 - 8:30 pm Asian Experience	17	18 6:00 - 10:00 pm Think Metric Children and Cooking, Preschool-3 It's the Library, K-6	19 8:00 am - 12 noon 1:00 - 5:00 pm Teaching Modern School Math, K-6
21 7:00 - 10:00 pm Education: Progress Toward Tomorrow	22 4:00 - 6:00 pm Giving Science a New Look, K-6	23 4:00 - 6:00 pm Afro-American 6:30 - 8:30 pm Asian Experience	24 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool	25 5:00 - 8:00 pm Principles of Adult Education 6:00 - 10:00 pm Creative Carpentry, Preschool-3 Developing Mini Lab Packages, 4-7	26 9:00 am - 5:00 pm 8:00 am - 12 noon
28 5:30 - 7:30 pm 7:00 - 10:00 pm Education: Progress Toward Tomorrow	29 5:30 - 7:30 pm Media on a Shoestring 362/363	30 4:00 - 6:00 pm Afro-American 5:30 - 7:30 pm 6:30 - 8:30 pm Asian Experience	31	FALL 1974 - OCTOBER SCHEDULE INSERVICE EDUCATION COURSES ~~363~~	

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FALL 1974 - NOVEMBER SCHEDULE
INSERVICE EDUCATION COURSES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 6:00 - 10:00 pm Creative Carpentry, Preschool-3 Joy In Books, K-8 7:00 - 10:00 pm Ethnic Culture	2 8:00 am - 12 noon 9:00 am - 5:00 pm 1:00 - 5:00 pm Media On a Shoestring
4 5:30 - 7:30 pm 7:00 - 10:00 pm Education: Progress Toward Tomorrow	5 5:30 - 7:30 pm Media On a Shoestring	6 4:00 - 6:00 pm Afro-American 5:30 - 7:30 pm 6:30 - 8:30 pm Asian Experience	7	8 6:00 - 10:00 pm Developing Mini Learning Center Units, K-8 7:00 - 10:00 pm Ethnic Culture	9 8:00 am - 12 noon 9:00 am - 5:00 pm 1:00 - 5:00 pm Media On a Shoestring
11 5:30 - 7:30 pm 7:00 - 10:00 pm Education: Progress Toward Tomorrow	12 5:30 - 7:30 pm Media On a Shoestring	13 4:00 - 6:00 pm Afro-American 5:30 - 7:30 pm 6:30 - 8:30 pm Asian Experience	14 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool	15 5:00 - 8:00 pm Principles of Adult Education 6:00 - 10:00 pm Play/Motor Patterning Skills, K-3 7:00 - 10:00 pm Ethnic Culture	16 9:00 am - 5:00 pm Ethnic Culture 8:00 am - 12 noon 1:00 - 5:00 pm Media On a Shoestring
18 5:30 - 7:30 pm Methods and Materials in Reading Skills, 1-6 7:00 - 10:00 pm Education: Progress Toward Tomorrow	19	20 4:00 - 6:00 pm Afro-American 6:30 - 8:30 pm Asian Experience	21	22 6:00 - 10:00 pm Developing Mini Learning Center Units, K-8 6:00 - 10:00 pm Methods and Materials in Reading Skills, 1-6	23 8:00 am - 12 noon 1:00 - 5:00 pm
25 7:00 - 10:00 pm Education: Progress Toward Tomorrow	26 364 /365	27	28 THANKSGIVING DAY	29 SCHOOLS CLOSED ~~365~~	30

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2 5:00 - 7:00 pm 5:30 - 7:30 pm Meth/Mat in Rdg, 1-6	3 4:00 - 6:00 pm Giving Science a New Look, K-6 5:00 - 7:00 pm School Finance	4 4:00 - 6:00 pm Afro-American 5:00 - 7:00 pm 6:30 - 8:30 pm Asian Experience	5 5:00 - 7:00 pm	6 5:00 - 8:00 pm Principles of Adult Education 6:00 - 10:00 pm Methods and Materials in Reading Skills, 1-6	7 9:00 am - 5:00 pm 8:00 am - 12 noon Play/Mot Pat Skills, K-3 1:00 - 5:00 pm
9 5:00 - 7:00 pm 5:30 - 7:30 pm Meth/Mat in Rdg, 1-6	10 5:00 - 7:00 pm School Finance	11 4:00 - 6:00 pm Afro-American 5:00 - 7:00 pm 6:30 - 8:30 pm Asian Experience	12 5:00 - 7:00 pm 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool	13 6:00 - 10:00 pm Methods and Materials in Reading Skills, 1-6	14 8:00 am - 12 noon Play/Mot Pat Skills, K-3 1:00 - 5:00 pm
16	17	18 4:00 - 6:00 pm Afro-American 6:30 - 8:30 pm Asian Experience Both classes will Resume meetings on Wednesday, Jan. 8, 1975	19	20	21
23 • • • • • • • • •	24 • • • • • • • • • •	25 • CHRISTMAS	26 VACATION •	27 • • • • • • • • • •	28 • • • • • • • • •
30 • • • • • • • • •	31 • • • • • • • • •	January 15, 1975 4:00 - 6:00 pm Afro-American CONCLUDING SESSION January 22, 1975 6:30 - 8:30 pm Asian Experience CONCLUDING SESSION	January 9, 1975 9:00 - 11:00 am or 1:00 - 3:00 pm Parent Participation, Preschool CONCLUDING SESSION	FALL 1974 - DECEMBER SCHEDULE INSERVICE EDUCATION COURSES	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
P.O. Box 2271, Sacramento, Calif. 95810

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APPENDIX D, PART II

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
Personnel Services Office

August 9, 1974

Mrs. Lura Middleton
UCD Extension
University of California
Davis, California 95616

Dear Lura:

Listed below are the course descriptions for the inservice education courses Staff Training Services Department plans to co-sponsor with University of California Extension, Davis for the 1974 winter quarter. The names of the instructors, hours, and credential value are also indicated.

DEVELOPING MINI LEARNING CENTER UNITS, K-8

Ethel E. Breyfogle

This course will offer participants the opportunity to acquire or increase knowledge in the use of classroom learning centers. Examples of learning centers will be displayed and demonstrated. A suggested outline will be provided and help will be given in planning. Participants are free to select any area of the curriculum in which to develop a "mini" learning center unit. Teachers are encouraged to bring textbooks, workpages and other materials they wish to include in a center. A substantial portion of time will be spent in workshop activities where learning center materials can be developed.

20 Hours 2 Quarter Units

MATHEMATICS GAMES AND MOTIVATIONAL ACTIVITIES, 1-6

Pamela L. Santich

The purpose of this course is to familiarize participants with math games, motivational activities and manipulative devices which can be used for enrichment in the mathematics program, or for reinforcement in a diagnostic/prescriptive mathematics program based on needs revealed by criterion testing. Demonstrations of the games, activities, and devices will be presented. Time will be provided for construction of games and devices and, if desired, to organize them into a file.

20 Hours 2 Quarter Units

METHODS AND MATERIALS IN ADULT EDUCATION
Hazel W. Mahone

The selection and definition of behavioral objectives for adult education with emphasis on methods and materials appropriate to these objectives. Students will participate in developing the skills to identify, select, and utilize teaching materials for adults. Students will also explore the application of the principles of group processes and group dynamics to the teaching of adults.

30 Hours 3 Quarter Units

Credential Value: Partial Fulfillment, Methods In Adult Education

IDENTIFYING PERCEPTUAL PROBLEMS IN PRIMARY CHILDREN, K-3
Barbara J. Cooper

This course is designed to help teachers, and other participants to recognize and understand children with perceptional problems and how these problems interfere with academic learning. Techniques of handling such children will be discussed and time will be allotted for development of materials to be used by classroom teachers.

20 Hours 2 Quarter Units

PUPPETRY AND CREATIVE LEARNING, K-6
Barbara A. Carr

Puppetry is not confined to any age level--types of puppets and their use can be related to any grade level.

The workshop will offer:

- a brief history of puppetry and various uses of puppets in and out of the classroom.
- displays and discussions of different kinds of puppets
- ways teachers can put puppets to use in art activities, language arts, music, science, and social science

Participants will have the opportunity to make puppets such as: hand, marionettes, shadow, paper bag, finger, glove, sock; and explore and share ideas. Suggestions and help will be given in planning related creative activities.

20 Hours 2 Quarter Units

READING GAMES AND REINFORCEMENT ACTIVITIES, 1-6
Sue C. Nelson

The workshop is designed to assist participants to develop materials which can be used in activities that extend or supplement the reading program; that provide reinforcement of previously learned skills; as prescriptions in a diagnostic-prescription reading program based on needs revealed by criterion testing. Emphasis will be placed on creating and constructing games, task cards, manipulative and self-correcting devices, and readiness materials. Demonstrations of games and activities will be presented. If desired, participants may organize materials developed into a file.

20 Hours 2 Quarter Units

SCIENCE: CREATING A VIABLE LEARNING ENVIRONMENT, K-6
Betty M. McCarty and Merwin L. Quimby

A multi-media course presentation of basic science for teachers of all elementary grade levels. The course is designed to assist teachers in acquiring fundamental knowledge on which to build a viable science study for their students. The course will be divided into three (3) distinctive areas of Life Science, Earth Science and Physical Science. Emphasis will be upon the acquisition of practical useful information pertinent to the elementary school classroom teacher. There will be periodic small group discussion sessions and review study sheets to help reinforce and establish a comfortable understanding of the areas studied.

30 Hours 3 Quarter Units

Credential Value: Partial Fulfillment, Elementary Methods In Science

THINK METRIC
Lynda E. Forsberg

An opportunity will be offered whereby students will participate in activities that provide them with experiences in metrics. Ideas and sample worksheets will be provided that can be used in one's own classroom. Introduction to the logic of the metric system through use of weights and measurements will be demonstrated.

30 Hours 3 Quarter Units

Credential Value: Partial Fulfillment, Elementary Methods In Mathematics

If any information is incorrect or inadequate, please call me at 454-8585.

Thank you for your assistance in this matter.

Sincerely,

Fred

Fred J. Stewart
Administrator
Staff Training Services/
Summer School Departments

FJS:mh

BIBLIOGRAPHY

Charter, W.W., Jr., and John L. Jones, "On the Risk of Appraising Non-Events In Program Evaluation," Educational Researcher, 2, No. 11, November, 1973, 6.

Edling, Jack V., Individualizing Instruction: A Manual For Administrators, Corvallis, Oregron: DCE Publications, Waldo Hall, IX.

Harris, Ben M., and Wailand Bessent in collaboration with Kenneth E. McIntyre, IN-SERVICE EDUCATION: A Guide To Better Practice, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, 39.

Individualization in Schools: The Challenge and the Options, 28th special report, Washington, D.C.: National School Public Relations Association, 1971, 1.

PDK National Committee on Evaluation, Educational Evaluation and Decision Making, Itasca, Illinois: F.E. Peacock Publisher, Inc., 1971, 37.

Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences, New York: McGraw-Hill, 1956, 75-83.

Webster's New World Dictionary, Second College edition, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, 1509.

JAN 28 1975

ADDENDUM

TO

AN INNOVATIVE TRAINING MODEL FOR PROFESSIONAL IMPROVEMENT OF ELEMENTARY TEACHERS

by

Fred J. Stewart

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

Sacramento Cluster
Fred J. Stewart

Maxi II Practicum
January 22, 1975

This addendum is addressed to a follow-up study conducted during the 1974 fall semester to ascertain the impact of the summer workshop on teacher behavior.

The follow-up study utilized participants' self-appraisals and independent observers' reports to discover what effect the workshop had upon actual classroom activities.

CONDITIONS EXISTING PRIOR TO SUMMER WORKSHOPS

Prior to the summer workshop two types of assessments had been undertaken to establish and prioritize needs in the area of staff development.

The first assessment consisted of a survey of all elementary teachers in the district conducted in May, 1973. This survey (Appendix A: Exhibit 1, Questionnaire For Professional Improvement) was designed to collect data for planning Staff Training activities responsive to teachers needs and/or interests during subsequent school years.

A total of 350 teachers responded to the questionnaire. Among the 11 topic items included in the Special Interests Areas category under Question 1, 51% of the respondants indicated an interest in

Learning Centers; while 45% indicated an interest in Individualized Instruction. * The two topics ranked first and second, in that order. (Refer to Appendix A: Questionnaire For Professional Improvement, page 3.)

The exceptional interest expressed in the two topics could have indicated that in addition to the pursuit of educational experiences that had relevancy to professional goals, teachers may have lacked the knowledge and skills in these areas which they wished to acquire for professional improvement.

The second assessment consisted of a survey by independent observers of actual classroom practices. This survey used demonstration teachers during the 1973 fall semester to obtain additional information related to teacher performance in the two interest areas. Through informal classroom observations and discussions with teachers in the course of their role responsibilities, the demonstration teachers found:

* Although it was not the intent of the questionnaire, among the total 54 topic items which comprised the two separate categories under Question 1, Learning Centers ranked first and Individualized Instruction ranked fifth.

(1) that in rare instances only had a significant individualized program been implemented or learning center plan been adapted to a total classroom setting

(2) that in classrooms where a learning center (or possibly 2) was in evidence, teachers had interpreted the function and utilization to be one or more of the following:
   - free choice for individual pupil use
   - interest and/or enrichment
   - selected activities for reinforcement
   - supportive to directed teaching sessions

(3) a lack of knowledge and skills among teachers concerning the basic concept of learning centers and their adaption to the educational environment

(4) a lack of knowledge and skills among teachers necessary to implement a program of individualized instruction and pupil learning

(5) that enthusiasm for curricular innovation among teachers was hampered by the need for training, assistance, and appropriate instructional materials.

Based upon the two assessments cited above, it was concluded that (1) elementary teachers exhibited a high interest in the use of learning centers and individualized instruction, and (2) the necessary knowledge and skills for implementing individualized instruction and learning centers were not in evidence.

Consequently, the summer workshop Individualizing Instruction Through Classroom Learning Centers was created to bridge the gap between current skills and desired proficiencies.

THE FOLLOW-UP STUDY

During the fall semester, 1974, a follow-up study was conducted to ascertain the impact of the workshop upon teacher behavior. This portion of the addendum reports the procedures used and the results obtained from that study.

Data Collection Procedures

The first step in conducting the follow-up study was to review the objectives set for the summer workshop. Based upon this review an instrument was developed to collect evidence concerning the use of learning centers by the workshop participants. This instrument (Appendix A: Exhibit 2, Survey Of Classroom Utilization Of Learning Centers, Fall, 1974) was mailed to each district participant in the workshop.

In addition to the survey of participants, a procedure was established to collect information from qualified independent observers. These observers included (1) the demonstration teachers who daily performed inservice activities within teachers' classrooms, (2) the director of elementary curriculum, and (3) the personnel specialist charged with overseeing staff training project activities.

After the observations were completed, the above individuals prepared brief narrative reports summarizing the information they had collected. These reports are contained in Appendix B.

Results Obtained

This section of the addendum is concerned with summarizing the information collected in the follow-up study.

Results of Participants' Self-Appraisal

Questionnaires (see Appendix A, Exhibit 2) were sent to all (105) teachers who participants in the workshop. Sixty-two of the 105 questionnaires were returned. This constituted a 59% return for the instrument. Figure 1 shows the results of this survey. The following comments might be made concerning these data:

(1) On all of the questions except (#8 and #9) 80% or more of the respondants indicated that they were utilizing the materials and techniques covered in the workshop.

(2) Contract teaching was used by fewer than half of the program participants following the workshop.

(3) A split of 65-35 percent in item #9 indicated that the majority are beginning to incorporate behavioral objectives into their learning center activities.

When one matches the results of the questionnaires with the workshop's objectives (see Table I) the following observations might be made:

(1) Approximately 9 out of 10 participants indicated application of the first four objectives stated for the workshop.

(2) Approximately 8 out of 10 participants indicated application of the fifth and sixth objectives.

FIGURE 1

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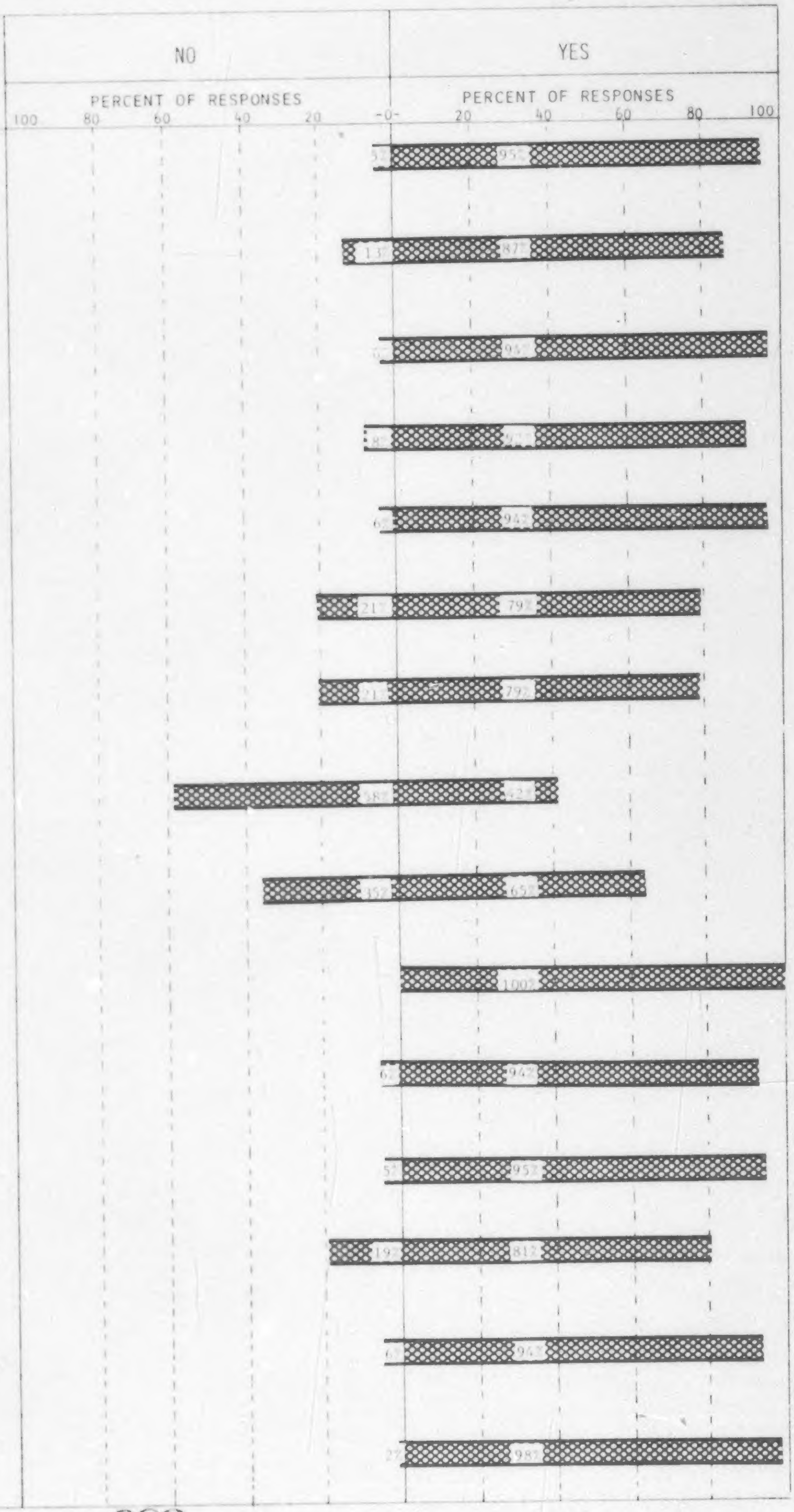
RESULTS OF FOLLOW-UP QUESTIONNAIRE ADMINISTERED TO PARTICIPANTS IN LEARNING CENTER WORKSHOP



QUESTION	Number of Respondents	NO	YES
1. Have you individualized instruction in your classroom through the utilization of classroom learning centers?	62	5%	95%
2. Have you administered a diagnostic survey to your pupils in order to establish grouping patterns in reading and mathematics?	62	13%	87%
3. Have you organized and implemented a system of classroom management to ensure an environment conducive to individualized learning?	62	5%	95%
4. Have you organized plans for the implementation of strategies and prescriptions to match identified needs?	62	8%	92%
5. Have you identified and provided curriculum/instructional media appropriate to individual differences and pupil learning?	62	6%	94%
6. Have you designated learning center units as to their function; i.e., enrichment, reinforcement, skill development, etc.?	62	21%	79%
7. Have you developed a system of record keeping to enhance individualized instruction and pupil learning?	62	21%	79%
8. Have you devised contracts for individualized learning which may be used at the learning centers?	62	58%	42%
9. Have you evaluated whether your pupils have reached particular behavioral objectives through the use of classroom learning centers?	62	35%	65%
10. Was the workshop helpful to you in further developing your skills in constructing learning center units? (ASKED ONLY OF PARTICIPANTS WITH PREVIOUS LEARNING CENTER EXPERIENCE)	35		100%
11. Are you using the learning centers that you developed in the summer workshop?	62	6%	94%
12. Have you shared the knowledge gained with your peers, either formally or informally?	62	5%	95%
13. Through the transfer of the knowledge and skills, and with the aid of the learning center handbook, have you been able to develop additional learning centers/units?	58	19%	81%
14. Do you find that utilizing the classroom learning center approach has aided you in individualizing your instructional program?	62	6%	94%
15. Do you feel that your students have benefitted from your participation in the summer workshop?	62	2%	98%

TABLE I

Objective	Related Questions (See Figure 1)	Degree of Compliance
1. Administer a diagnostic survey on grade placement level in order to establish grouping patterns in reading and mathematics.	#2	87%
2. Organize and implement a system of classroom management to ensure an environment conducive to individualized learning.	#3	94%
3. Organize plans for implementation of strategies and prescriptions to match identified needs.	#4	92%
4. Identify individual pupil learning modalities and provide the appropriate instructional media.	#5	94%
5. Develop a system of record keeping to enhance individualized instruction and pupil learning.	#7	79%
6. Designate learning center units as to their function (i.e., enrichment, reinforcement, skill development, etc.).	#6	79%
7. Devise contracts for individualized learning which may be used at learning center.	#8	42%
8. Evaluate whether a child has reached a particular behavioral objective through the use of classroom learning centers.	#9	65%

(3) Contracts were used by about 4 out of 10 participants (Objective #7).

(4) Over two-thirds of the participants evaluated student performance in learning centers through the use of behavioral objectives (Objective #8).

Summary of results of self-appraisals. The results obtained from the self-appraisal instrument were highly positive, indicating attainment of all but one of the stated workshop objectives. In that case fewer than half of the respondants utilized a recommended procedure (Objective #7 -- use of contract teaching).

Reports by Independent Observers

This section of the follow-up study report is concerned with the reports presented by independent observers who visited the classrooms of workshop participants during the semester following the summer program.

Observation by demonstration teachers. During the fall semester, 1974, four demonstration teachers who had been involved in the summer workshop were given job assignments by the school district which brought them into daily contact with the workshop participants. These demonstration teachers were asked to observe the classroom activities they encountered and to prepare narrative statements in December summarizing their observations of the post-workshop behavior of teachers. These narrative reports, which were prepared in the form of letters to the Deputy Superintendent of Instruction, are included in Appendix B. The salient points reported by the demonstration teachers included:

(1) Learning centers were observed in operation within most of the classrooms of workshop participants.

(2) Other teachers became interested in learning centers and this resulted in a subsequent workshop conducted as part of an inservice program during the fall semester.

(3) The users appeared to be enthusiastic about using learning centers.

(4) The students appeared to be enthusiastic about using learning centers.

(5) There appeared to be different degrees of implementation of learning center concepts from classroom to classroom, depending upon the individual teacher.

Observations By Director of Elementary Curriculum and Instruction

In December, 1974, the director of Elementary Curriculum and Instruction was asked to observe and review outcomes regarding the use of classroom learning centers following the inservice training provided and to communicate the results to the Deputy Superintendent. A copy of her report is contained in Appendix B.

In essence the review was directed toward the supportive role of inservice training in:

(1) the development and growth of the program
(2) the "spin-off benefits" for children
(3) the enthusiasm of teachers towards individualizing instruction through the use of learning centers.

In summarizing her views, the Director of Elementary Curriculum stated:

> "It has been a stimulating and pleasurable experience to observe continuous growth of the program and increasing enthusiasm of teachers in working towards approaches to individualize instruction through the use of learning centers. This process offers promise for procedures by which new developments may be better communicated in the future. The motivation and enthusiasm has not only been great within our district but has also resulted in the generation of requests for the guides and for the training activities from surrounding districts. A delightful experience!"

Observations by Training Supervisor. During the fall semester, 1974, an elementary school principal (who had not participated in the summer workshop) was assigned to a position which called for the supervision of demonstration teachers. This individual was asked in December to prepare a report summarizing her observations of classes throughout the school district with special attention to the classrooms of teachers who had participated in the workshops. A copy of her report is contained in Appendix B. The following excerpt summarizes the degree of implementation observed by this supervisor:

> Learning Centers are being used in most of the schools in the Sacramento City Unified School District this Semester and I have observed many of the summer workshop participants aiding their peers in the use of such centers.

Unsolicited Observation Reports. Although no attempt was made to involve outside agencies in the follow-up study, a number of individuals who visited classes in Sacramento during the fall semester expressed interest in the results of the summer project. A sample of an unsolicited report resulting from one of these visits (an actual classroom observation) is included in Appendix B in the form of a letter from Professor Prentice. Many requests for the workbook have been received as a result of classroom visits.

CONCLUSIONS

Based upon the self-evaluations prepared by workshop participants and upon the observation of independent observers, it would appear that:

(1) The materials and techniques presented in the workshop are being used in the classrooms in Sacramento.

(2) Both the teachers and the students appear to be enthusiastic over the use of individualized instruction through learning centers.

(3) There is a continued demand both inside and outside of the school district for additional information concerning learning centers.

RECOMMENDATIONS

Based upon the data collected and reviewed in the Addendum report, the following recommendations are offered:

(1) Further investigation should be conducted to determine why contract teaching (see page 6) was less enthusaistically received than were the other techniques of the workshop.

(2) Continued efforts should be made to disseminate the materials produced both to persons within and to agencies outside of the Sacramento City Unified School District.

(3) Additional workshops should be scheduled in order to extend learning center skills to all elementary teachers within the school district.

APPENDIX A:

Exhibit 1, Questionnaire For Professional Improvement

Exhibit 2, Survey Of Classroom Utilization Of Learning Centers

EXHIBIT 1

STAFF TRAINING SERVICES DEPARTMENT

May 23, 1973

QUESTIONNAIRE FOR PROFESSIONAL IMPROVEMENT

Please check grade placement level: K____ Primary____ Intermediate____

I. In which topics of the following areas do you feel that short term study-workshops would offer learning experiences relevant to your needs and special interests and assist you significantly in achieving your professional goals?

Indicate (✓) the topic(s) of high interest to you in each area:

CURRICULUM AND INSTRUCTION

ART

1.	167	Art and Craft
2.	106	Bulletin Boards
3.	65	Drawing and Painting
4.	128	Exploring Art Media/Use
5.	3	Other:

LANGUAGE ARTS

6.	165	Creative Expression
7.	123	Language Development, K-3
8.	56	Literature
9.	105	Oral/Written Skills
10.	24	Roberts English, 3-6
11.	8	Other:

EXHIBIT 1 (continued)

MATHEMATICS

12. 100 Alternative Approaches
13. 84 Basic/Supplementary: Instructional Materials/Methods/Techniques
14. 109 Diagnostic/Prescriptive
15. 176 Motivational Games/Activities
16. 134 Reinforcement Activities
17. 2 Other:

MUSIC

18. 67 Basic Series: Instructional Materials/Activities
19. 53 Choral Singing/Song Repertoire
20. 139 Music/Rhythmic Activities
21. 6 Other:

PHYSICAL EDUCATION

22. 101 Developmental, K-3
23. 104 Folk Dancing
24. 144 Games/Activities
25. 52 Physical Fitness, 4-6
26. 2 Other:

READING

27. 98 Alternative Approaches
28. 53 Developmental, Basic/Supplementary Series
29. 124 Diagnostic/Prescriptive
30. 94 Enrichment
31. 132 Reinforcement Activities
32. 82 Remedial, 3-6
33. 8 Other

SCIENCE/HEALTH

34. 79 Basic/Supplementary: Instructional Materials/Methods/Techniques
35. 144 Investigating/Experimenting/Problem Solving
36. 53 Knowledge, Needs For Healthful Living
37. 13 Other:

EXHIBIT 1 (continued)

SOCIAL SCIENCE

38.	89	Basic/Supplementary: Instructional Materials/Methods/Techniques
39.	96	Inquiry Method
40.	66	Questioning Strategies
41.	77	Role Playing
42.	115	Simulation Games
43.	2	Other:

SPECIAL INTEREST AREAS

44.	48	Audio/Visual Instruction: Material Preparation/Equipment
45.	130	Behavior Modification
46.	86	Creative Problem Solving/Thinking
47.	52	Exploring Approaches to Learning
48.	35	Home-School Communications/Relations
49.	156	Individualized Instruction
50.	32	Inquiry Training
51.	178	Learning Centers
52.	29	Self-Appraisal: Audio/Visual Approaches
53.	48	Writing Goals and Objectives
54.	10	Other:

II. Which of the following basic activities do you feel would have relevancy and value to anticipated outcomes of learning experiences?

Indicate (✓) appropriate activities in relation to your areas of interest and need.

55.	163	Creating/Developing/Constructing
56.	90	Individual Work/Study
57.	20	Large Group Instruction (Lectures)
58.	113	Small Group Instruction/Discussions
59.	179	Strategies/Methods/Techniques/Materials (Demonstrations)
60.	10	Other:

EXHIBIT 1 (continued)

III. Which of the following time schedules do you feel would be advantageous to you in pursuing your professional development activities, within constraints of one-fourth (¼) salary credit unit per four (4) hours and the number of units you wish to earn?

Indicate (✓) preferences:

61. 233 After School
62. 97 Evening/Saturday Combination
63. 114 Saturday
64. 14 Other:

SIGNATURE OPTIONAL ____

PLEASE RETURN TO MR. FRED J. STEWART, DIRECTOR, STAFF TRAINING SERVICES DEPARTMENT, BOX #45, BY FRIDAY, JUNE 8, 1973.

EXHIBIT 2

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Personnel Services Office
Staff Training Services Department

SURVEY OF CLASSROOM UTILIZATION OF LEARNING CENTERS, FALL, 1974

Explanation: Last summer you participated in the workshop INDIVIDUALIZED INSTRUCTION THROUGH CLASSROOM LEARNING CENTERS. You can help us plan for future workshops by answering the following questions concerning your use this year of the skills and materials acquired through this workshop.

DIRECTIONS: Please check your responses to the following questions in the spaces indicated.	YES	NO
1. Have you individualized instruction in your classrooms through the utilization of classroom learning centers?		
2. Have you administered a diagnostic survey to your pupils in order to establish grouping patterns in reading and mathematics?		
3. Have you organized and implemented a system of classroom management to ensure an environment conducive to individualized learning?		
4. Have you organized plans for the implementation of strategies and prescriptions to match identified needs?		
5. Have you identified and provided curriculum/instructional media appropriate to individual differences and pupil learning?		
6. Have you designated learning center units as to their function, i.e. enrichment, reinforcement, skill development, etc.?		
7. Have you developed a system of record keeping to enhance individualized instruction and pupil learning?		
8. Have you devised contracts for individualized learning which may be used at the learning center?		

(OVER)

	YES	NO
9. Have you evaluated whether your pupils have reached particular behavioral objectives through the use of classroom learning centers?		
(ANSWER THIS QUESTION ONLY IF YOU HAD EXPERIENCES WITH LEARNING CENTERS PRIOR TO THE WORKSHOP.) 10. Was the workshop helpful to you in further developing your skills in constructing learning center units?		
11. Are you using the learning centers that you developed in the summer workshop?		
12. Have you shared the knowledge gained with your peers, either formally or informally?		
13. Through the transfer of knowledge and skills, and with the aid of the learning center handbook, have you been able to develop additional learning centers/units?		
14. Do you find that utilizing the classroom learning center approach has aided you in individualizing your instructional program?		
15. Do you feel that your students have benefitted from your participation in the summer program?		

SIGNATURE OPTIONAL but would be appreciated.

Last Name First Initial Date

School District

PLEASE RETURN BY THURSDAY, DECEMBER 19, 1974, TO:

(Using Sacramento City Unified School District Mail)

STAFF TRAINING SERVICES DEPARTMENT
School Mail Box #45

(Using U.S. Mail)

STAFF TRAINING SERVICES DEPARTMENT
Sacramento City Unified School District
P.O. Box 2271
Sacramento, California 95810

APPENDIX B:

Reports By Independent Observers

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

December 20, 1974

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street, P.O. Box 2271
Sacramento, CA 95810

Dear Mr. Stewart:

Last summer I was a teacher in the demonstration school at Caroline Wenzel. The summer school program at this school was designed to allow participants in the Leearning Center Workshop to observe learning centers in progress. During the summer I was able to share my own centers as well as share the participants' enthusiasm for implementing centers in their own classroom.

Since the summer I have had many opportunities to work with teachers who participated in the summer workshop. Many of the teachers are using centers they had developed during the workshop as well as additional centers they have developed this fall semester. Because of the teachers' excitement about learning centers, I have been invited to school meetings to discuss learning centers and the use of them in their own school setting. Teachers continue to be enthusiastic about learning centers and they are sharing this enthusiasm with their fellow workers.

Sincerely,

Pamela Santich

Pamela Santich
Demonstration Teacher

PS:sk

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

December 10, 1974

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street, P.O. Box 2271
Sacramento, CA 95810

Dear Mr. Stewart:

In my role as one of the workshop instructors involved in the innovative training program, "Individualizing Instruction Through Classroom Learning Centers," I had an opportunity to observe the participants' growth during the training sessions and have subsequently observed the participants' application of the skills and knowledge they gained. In my role as a demonstration teacher in the field I have had an opportunity, during the fall semester, to further assess the impact of the training in the participants' "real life" settings.

One of the program goals for the innovative training program was to "offer participants the opportunity to acquire the knowledge and skills necessary to organize, establish, and maintain centers of learning." It is gratifying to see this program goal being carried through to the performance level. As I have visited schools throughout the district I have found a significant number of the workshop participants implementing the skills they acquired last summer. They are not only using the centers they developed in the summer workshop, but as a result of their training, they are establishing new centers to meet specific students' needs.

This fall 63 additional teachers enrolled in a "mini" learning center workshop. These new enrollees reported that they wanted to develop some of the techniques and materials which were proving to be so successful for their peers who received training last summer.

Sincerely,

Ethel Breyfogle

Ethel Breyfogle
Demonstration Teacher

EB:sk

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

December 13, 1974

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street, P.O. Box 2271
Sacramento, CA 95810

Dear Mr. Stewart:

I had the opportunity to participate in "Individualizing Instruction Through Classroom Learning Centers" as a classroom demonstration teacher. The many teachers involved in the workshop made frequent observations in my classroom and their enthusiasm was impressive.

Since this time I have returned to my regular assignment as demonstration teacher. I conduct demonstration lessons and inservice workshops at various schools throughout the district. I have had occasion to visit the classrooms of many of these summer workshop participants and see how they are using learning centers as a means of individualizing instruction.

Students as well as their teachers are enthusiastic about learning centers. Many of the teachers are currently enrolled in other learning courses in order to develop additional centers for classroom use.

Sincerely,

Sue C Nelson

Sue C. Nelson
Demonstration Teacher

SCN:sk

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

December 18, 1974

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street, P.O. Box 2271
Sacramento, CA 95810

Dear Mr. Stewart:

This past summer I co-instructed the Learning Center Workshop. As a demonstration teacher, I am requested throughout the school year to visit classrooms and share ideas and techniques for the teaching of mathematics. On several occasions I have visited the classrooms of teachers who completed the summer workshop.

Without exception the classrooms of the participating teachers that I have visited generally reflect the concepts and philosophy shared and demonstrated at the workshop. Of course there are degrees of implementation and application. Some of the observed teacher participants have initially organized only one interest center, or game table, or manipulative corner, etc., involving only one curricular area. Several of the participants are resource teachers. One of them has organized a listening center for a team teaching primary quad. Another, at the junior high level, has reorganized the classes containing first quartile students. Then the resource teacher, working with the teachers involved, constructed learning centers to meet the needs of the groups.

Sincerely,

Ron Kremer

Ron Kremer
Demonstration Teacher

RK:sk

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

January 21, 1975

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street, P.O. Box 2271
Sacramento, CA 95810

Dear Fred:

This communication is to review outcomes regarding the use of classroom learning centers. From my vantage point, as director of Elementary Curriculum and Instruction, new directions have been initiated within the district in the installation of classroom learning centers. The curriculum guide entitled, "Creating a Learning Environment, a Learning Center Handbook," along with the supportive systematic inservice training developed this past year has been a primary influence in helping teachers to establish classroom learning centers.

The organization and planning involved a number of sequential steps which led to "spin off benefits" for the children in the school district. In my opinion, this phasing in process allowed for an easy transition into the development of this program, as follows:

1. Summer workshop (four weeks duration) -- participation by 110 staff members.
2. Fall orientation meeting for principals (one morning session) -- participation by 56 elementary school principals.
3. School site meetings (one session) -- communication by principals with teachers about learning centers and the forthcoming distribution of the guide.
4. Distribution of guide, "Creating a Learning Environment, a Learning Center Handbook" -- approximately 1100 distributed on a one per teacher basis.
5. Follow-up staff training sessions -- demonstrations on site by demonstration teachers and after school workshops for teachers on a voluntary enrollment basis.

In summary, the utilization of learning centers in the classroom has been greatly enhanced through this process. It has been a stimulating and pleasurable experience to observe continuous growth of the program and increasing enthusiasm of teachers in working towards approaches to individualize instruction through the use of learning centers. This process offers promise for procedures by which new developments may be better communicated in the future. The motivation and enthusiasm has not only been great within our district but has also resulted in the generation of requests for the guides and for the training activities from surrounding districts. A delightful experience!

Sincerely,

Louise H. Leoni, Director
Elementary Curriculum and Instruction

LHL:c

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING
1619 N STREET, P.O. BOX 2271
SACRAMENTO, CALIFORNIA 95810

JOSEPH H. LYNN
Superintendent

December 11, 1974

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street, P.O. Box 2271
Sacramento, CA 95810

Dear Mr. Stewart:

My position as a personnel specialist in training includes the responsibility of working with site administrators in determining their staff development needs. I also work with school staffs and advisory committees in implementing the comprehensive school plans which must be developed on each school site. Needs assessment data have indicated that techniques for meeting individual needs is of critical importance.

The workshop, "Individualizing Instruccion Through Classroom Learning Centers" provided many teachers and instructional aides in this district with the skills and techniques necessary for effective individualization of instruction.

Learning centers are being used in most of the schools in the Sacramento City Unified School District this semester and I have observed many of the summer workshop participants aiding their peers in the use of such centers.

We are receiving requests from persons outside the district who are anxious to observe learning centers in operation. Several of the classroom teachers who participated in the summer workshop have agreed to allow the central office to arrange for district personnel and other professionals to visit and observe the outstanding learning centers they have developed in their own classrooms.

Parents who have visited classrooms where centers are used are also excited about what is happening in their schools. They feel that the children's needs are being effectively met. The parents also indicated that they feel their children are enjoying learning in school.

It has been a delightful experience to visit the stimulating classrooms of these teachers who are so enthusiastic about the success of their learning centers.

Sincerely,

Nona G. Sall

Nona G. Sall
Personnel Specialist, Training

NGS:sk

CSU S

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
6000 J STREET, SACRAMENTO, CALIFORNIA 95819

November 22, 1974

Mr. Fred J. Stewart
Deputy Superintendent
Sacramento City Unified School District
1619 N Street
Sacramento, California 95814

Dear Fred:

Congratulations on your recent appointment to the position of Deputy Superintendent. I am sure the district will benefit from your knowledge, enthusiasm, and experience.

Recently, while observing a teacher in one of your schools, I saw a copy of a handbook pertaining to learning centers. I think the title of the book was "Creating a Learning Environment." It would appear the handbook is something that is really needed. I would like the opportunity to peruse the book with the possibility of using parts of it in some of the courses I teach. If you could mail me a copy, I would be most appreciative.

Once again, congratulations on the new job.

Yours truly,

Warren L Prentice

Warren Prentice
Professor of Education
School of Education

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THE CALIFORNIA STATE UNIVERSITY AND COLLEGES